



JPNS/JPNX 1010 UNIT BOOK

Created by Dr. Wesley C. Robertson, with the assistance of Japanese Studies staff at the Department of MCCALL, Macquarie University.
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HOW TO USE THIS TEXT ・ つかいかた

This book is designed for Macquarie University's JPNS/JPNX1010 course.

The book is divided into twelve weeks, and each week is divided into sections. Five sections appear most weeks: **sample dialogues**, **vocabulary**, **grammar**, **culture note**, and **workbook**. Some weeks may have additional sections.

Whenever possible, we use the Japanese writing system to teach Japanese. *Rōmaji*, or Romanized Japanese, will be used initially. However, *rōmaji* will be phased in our first few weeks, and disappear entirely after Week 3. It is therefore vital that you learn to read/write Japanese via Japanese scripts as soon as possible.

The **sample dialogues** section of each week contains model conversations using that week's grammar and vocab. Audio recordings of these dialogues are available on iLearn.

The **vocabulary** section of each week lists the key terms of each week. **You are expected to familiarize yourself with these terms before your first class each week, and memorize them before the end of each week.** Words are divided by part of speech (e.g., noun, adjective) or by categories (country, food). A complete vocabulary list is available [at the end of this book](#). Vocabulary review flashcards for each week are available via iLearn.

The **grammar** section of each week explains the major grammar points, and provides examples of their use. These sections are meant to supplement in-class explanations, not replace them. To ensure you master Japanese grammar, make sure that you use the unit book *in combination with* the class slides and in-class/recorded instructions.

Culture notes each week are optional readings about Japanese culture, society, and linguistics. Their content is not tested, but we hope you find them interesting!

Finally, the **workbook** section presents exercises for practicing the week's content. Answer keys are available on iLearn and in this textbook. Each week you must complete the workbook, fix any mistakes (with a different colour ink), note self-corrections & reflection, and then upload your work via iLearn. The workbook rubric is as follows:

HD	All activities are completed. All errors are clearly marked and corrected. There is extensive evidence that the task was used for effective self-study and review.
D	All activities are completed. Most errors are marked and corrected. There is clear evidence that the task has been used for self-study and review.
C	All activities are completed, but self-marking and other engagement is minimal or haphazard.
P	Most activities are completed, and/or self-marking and other engagement is minimal, haphazard, or shows evidence of being directly copied from the answer key.
F	Most activities are incomplete, and/or self-marking is poor or absent. Use of <i>kana</i> is sloppy and/or behind current expectations.

All clip art in this unitbook comes from www.irasutoya.com, and all kanji stroke orders come from www.kakijun.com. All other content was produced by Dr. Wes Robertson with assistance of Macquarie Japanese staff. The unitbook is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. Sharing this unitbook is permitted under this license if credit is given. Alteration, reproduction, and/or use of the unitbook or any of its contents for profit is not.





A BRIEF REVIEW OF GRAMMAR TERMS

This is a grammar-focused Japanese course, so the following grammar terms will be used throughout the unitbook/class. Please familiarize yourself if you need a review.



The words in this box are often called *parts of speech*.

A **noun** is a person, place, thing, or idea. For instance, “(an) Australian”, “Sydney”, “cats”, and “democracy” are all nouns. Names are specifically called **proper nouns**.

A **pronoun** is a word which can replace a noun (e.g., “this”, “what”). In English, “I” and “me” are examples of **first-person pronouns**, “you” is a **second-person pronoun**, and “he”, “she”, and “they” are examples of **third-person pronouns**.

An **adjective** is something that describes a noun. Examples in English include “red”, “fast”, “quick”, “boring”, or “interesting”.

A **noun phrase** is a noun and its attached adjectives and/or other modifiers. For instance, “dog” is a noun, “cute” is an adjective, and “a cute dog” is a noun phrase.

A **verb** is an action word; it is something you *do*. Examples include “eat”, “drink”, “sleep”, “study”, and even “be/am/are”. Actions themselves are not always verbs though; in “I like swimming” the word “swimming” is a noun and “like” is the verb.

An **adverb** is a word that modifies a verb. In English, adverbs often end with *~ly*. Examples include “quickly”, “easily”, and “well” as in “you speak Japanese well”.

A **subject** is the main focus of the sentence: who or what the sentence is about.

A (**direct**) **object** is a noun or noun phrase affected by a verb. For instance, in the sentence “I eat sushi everyday”, “I” is the subject and “sushi” is the direct object. “Everyday” is not the direct object, even though it comes after the verb, because it is not what is eaten.

Tense refers to how sentences/words change in relation to time. A sentence in the **present tense** talks about things as they are (“I study Japanese”), a sentence in **future tense** talks about things that will happen (“I will study Japanese”), and a sentence in **past tense** talks about things that have happened (“I studied Japanese”).

In grammar, **positivity** and **negativity** refer to whether a sentence is saying “X *is/does* Y” or “X *is/does not* Y”. Grammatically, “He *is* a negative person” is therefore a positive sentence, and “He *is not* a negative person” is a negative sentence.

A **plural form** is the form a word takes when it refers to more than one thing (e.g., “cats” is the plural form of “cat”). Japanese usually does not use/require plural forms.

A **suffix** attaches to the end of a word to make a new word. Example include the “~ese” in the word “Japanese” or the “~ing” in the word “swimming”. A **prefix** attaches to the front of a word, as in the “un~” in “unstoppable” or the “dis~” in “dislike”.



WEEK ONE ・ だいいっしゅう

AN INTRODUCTION TO JAPANESE: PRONUNCIATION

Our first Japanese lesson is about the most basic element of Japanese: pronunciation.

Japanese uses only five major vowel sounds. All exist in English, but the total number is fewer than the number of vowel sounds English represents just via the letter “a”. As a result, the hardest part for new learners is often *avoiding* sounds. When writing Japanese in the Roman Alphabet, these vowels are represented as *a*, *i*, *u*, *e*, and *o*.

<i>a</i>	“ah”, as in “ ah-ha! ”, “the sheep goes baa ”, or “chicken parma ”.
<i>i</i>	“ee”, as in “ me ”, “ she ”, “ three ”, “ peanuts ”, or “ key ”.
<i>u</i>	“oo”, as in “ you ”, “a cow’s moo ”, or “the blue crew knew ”.
<i>e</i>	“eh”, as in “ met ”, “ fetch ”, “ chess ”, “ dress ”, or “ pen ”.
<i>o</i>	“oh”, as in “ whoa ”, “have a go ”, “ throw ”, or “ mow ”.



In contrast to English, Japanese has a **moraic** structure. This means that each [vowel] or [vowel + consonant] pair is distinct. So while “Toyota” is often “Toy-o-ta” in English, in Japanese it is pronounced as *to-yo-ta*. Along with the limited vowels, this means that Japanese words that we have borrowed into English are therefore often pronounced quite differently in Japanese. Let’s compare the examples below (try saying them out loud):

Word	English	Japanese
sake	<i>sah-kay</i> or <i>sah-key</i>	<i>sah-keh</i>
Nintendo	<i>nihn-ten-dough</i>	<i>neen-ten-dough</i>
Tokyo	<i>toe-key-yo</i>	<i>toh-kyoh</i>
ninja	<i>nihn-juh</i>	<i>neen-jya</i>
samurai	<i>sam-ur-eye</i>	<i>sah-moo-rah-ee</i>
shogun	<i>show-guhn</i>	<i>sho-goon</i>
karaoke	<i>care-ee-oh-key</i>	<i>kah-rah-oh-kay</i>



Please note that the above table is for illustration, and does not follow any official Romanization method. Don’t actually pause between each sound in a Japanese word.

Another important part of Japanese pronunciation is vowel length. In English, if you pronounce “cat” as “caaaaaat”, the meaning doesn’t change. The second version is strange, but it still means “cat”. In Japanese, however, vowel length can divide words.

Word	Meaning	Word	Meaning
<i>keru</i>	to kick	<i>keeru</i>	kale
<i>tori</i>	a bird	<i>toori</i>	a street, avenue
<i>okashi</i>	candy	<i>okashii</i>	strange, funny
<i>obasan</i>	aunt	<i>obaasan</i>	grandmother
<i>ojisan</i>	uncle	<i>ojiisan</i>	grandfather
<i>kuru</i>	to come	<i>kuuru</i>	cool

Japanese also divides words through **geminated consonants**. These are represented in the Roman Alphabet by writing the same consonant twice (e.g., *kk gg bb*). To pronounce a geminated consonant, just pause briefly. For instance, *issai* (one year old) is pronounced “i-[pause]-ssai” rather than with a long ss sound. The ss indicates a stop between *i* and *sai*.

Like with long vowels, geminated consonants can differentiate words:


Word	Meaning	Word	Meaning
<i>aka</i>	red	<i>akka</i>	deterioration
<i>oto</i>	sound	<i>otto</i>	my husband
<i>hato</i>	pigeon, dove	<i>hatto</i>	hat
<i>mato</i>	target	<i>matto</i>	mat
<i>kita</i>	came	<i>kitta</i>	cut



AN INTRODUCTION TO JAPANESE WRITING: HIRAGANA 1/3

Japanese writing is made up of three different scripts, known as kanji, hiragana, and katakana. The scripts are used together, as in the sentence below.

The Roman Alphabet also sees some use, as in "CD" or "ATM".



<i>watashi</i>	<i>wa</i>	<i>oosutoraria</i>	<i>jin</i>	<i>desu</i>
私	は	オーストラリア	人	です。
kanji	hiragana	katakana	kanji	hiragana
"I am an Australian."				

Normally, each script is used for different parts of a sentence. **Kanji** represent nouns, adjectives, and verbs; **hiragana** is used for grammatical elements; and **katakana** is used for words borrowed from languages other than Chinese. For instance, in the sentence above the noun "**watashi (I)**" is in **kanji**, but the English loan word "**oosutoraria**" is in **katakana**.

However, when children first learn Japanese, they start by using hiragana for everything. We will do the same! This means our Japanese won't look like the Japanese in a novel, newspaper, or manga, but that's okay. Hiragana is very important, and learning how to write Japanese in hiragana alone will help us practice our spelling and pronunciation.

The chart below shows all 46 hiragana. Yellow cells indicate that the hiragana has an irregular pronunciation, and blue cells indicate that the hiragana has two pronunciations. These special cases will be explained across Weeks 1-3.




		k	s	t	n	h	m	y	r	wa
a	あ	か	さ	た	な	は	ま	や	ら	わ
i	い	き	し	ち	に	ひ	み		り	wo
u	う	く	す	つ	ぬ	ふ	む	ゆ	る	を
e	え	け	せ	て	ね	へ	め		れ	n
o	お	こ	そ	と	の	ほ	も	よ	ろ	ん

This week, we will learn the first 25 hiragana (あ^aー^{no}の). You need to be comfortable reading and writing them by the end of the week!


The five vowels: a, i, u, e, and o.

Our first five hiragana represent lone Japanese vowels. Note that hiragana have two styles: printed and handwritten. We recommend the handwritten style when writing.



	a	i	u	e	o
Printed style	あ	い	う	え	お
Handwritten style	あ	い	う	え	お

Even with just these first five hiragana, we can write many words. Try pronouncing the words below, using your hand to cover the answers on the right.

あい	love		ai (like “I”)
いい	good		ii (like a long “E”)
うえ	up		ue (like “oo-eh”)
え	picture		e (like “eh”)
あおい	blue		aoi (like “ah-oh-ee”)

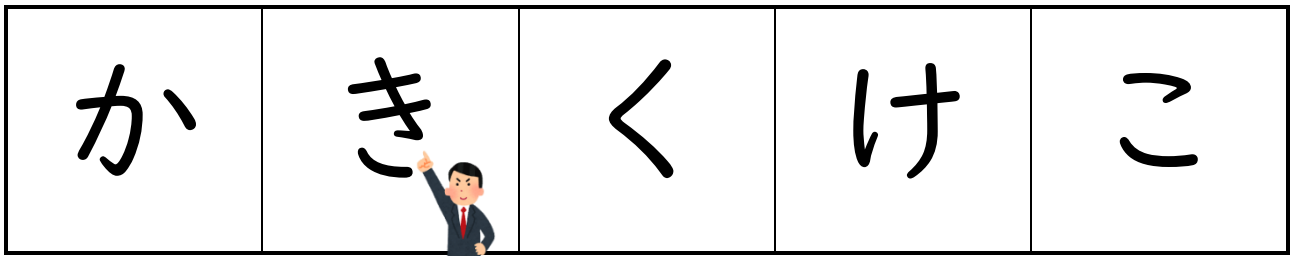
The “k” sounds: ka, ki, ku, ke, and ko.

Most sets of hiragana represent a [consonant + vowel] combination, with the first set being [k + vowel]. Let’s look at the printed versions first, noting the connected loop in *ki*.

ka	ki	ku	ke	ko
か	き	く	け	こ



In the handwritten version of *ki*, there is usually a gap between the top and bottom parts instead. Again, we recommend using this “broken” shape (き) when writing by hand.



Like before, try reading some words using our new hiragana!

かお	face	<i>kao</i>
き	tree	<i>ki</i>
けいかく	plan	<i>keikaku</i>
こけ	moss	<i>koke</i>



The “s” sounds: *sa*, *shi*, *su*, *se*, and *so*.

The “s” sounds have one special reading: the character (し) is *shi* (like the English “she”) instead of *si*. Also note how *sa* has a connected and unconnected shape like き・き. Again, you need to know both, and we recommend the unconnected さ when writing by hand.

<i>sa</i>	<i>shi</i>	<i>su</i>	<i>se</i>	<i>so</i>
さ	し	す	せ	そ
さ	し	す	せ	そ



On the next page are four words written using all 15 hiragana we have learned so far. Try to read them! If that’s easy, cover the left side and try writing them!

さいこう	the best	saikou	
しお	salt	shio	
すこし	a little	sukoshi	
そしき	an organization	soshiki	

The “t” sounds: ta, chi, tsu, te, and to.

The “t” chart also has some irregularities: ち and つ are read as *chi* and *tsu* instead of *ti* or *tu*. Unlike さ and き though, both *chi* and *tsu* are always written with a loop.

ta	chi	tsu	te	to
た	ち	つ	て	と
た	ち	つ	て	と

Try reading (and writing!) this new list of words!

たこ	octopus	tako	
つくえ	desk	tsukue	
て	hand	te	
ちかてつ	subway	chikateatsu	

The “n” sounds: na, ni, nu, ne, and no.

Our last set of hiragana for this chapter represent the “n” sounds. As you can see on the next page, there are no irregular readings. However, there is one major difference between the printed and handwritten styles. The hiragana for *na* usually looks like it has 3 pieces when written by hand, but like it’s made of only 2 pieces when written on a computer.

na	ni	nu	ne	no
な	に	ぬ	ね	の
な	に	ぬ	ね	の



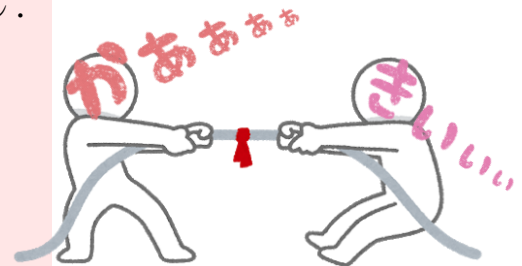
This is our final list of words for this week! Can you read them all?

なに	what	nani	
にし	west	nishi	
ぬの	cloth	nuno	
ねこ	cat	neko	
さかな	fish	sakana	

AN INTRODUCTION TO JAPANESE WRITING: LONG VOWELS

We have one last spelling issue this week: long vowels. Writing long vowels in Japanese requires you to follow specific rules. The rules are easy for a long *a*, *i*, or *u* sound:

- When writing a long *a* sound, use あ.
For instance: *okaasan* (mother) is written as おかあさん.
- When writing a long *i* sound, use い.
For instance: *kiroi* (yellow) is written as きいろい.
- When writing a long *u* sound, use う.
For instance: *kuuki* (atmosphere/air) is written as くうき.





Extending *e* and *o* sounds is a bit trickier. **Usually**, *e* sounds extend with いⁱ rather than え^e. There are exceptions where extended *e* sounds are written using え though, which you will have to memorize. While rare overall, they do appear in some extremely common words.

4. When writing a long *e* sound, use the hiragana い in **most** cases.

For instance, せんせい (teacher), and せいせき (grades).

In **rare cases**, *e* is extended by え, as in おねえさん (older sister).



The *o* sound is **usually** extended with う^u. Like with *e* though, there are some irregular cases where a long *o* is made by using お^o. Again, you will have to memorize these.

5. When writing a long *o* sound, use the hiragana う in **most** cases.

For instance, おとうさん (father), and っこう (airport).

In **rare cases**, *o* is extended with お, as in おおきい (big) or こおり (ice).

GOOD WRITING PRACTICE STRATEGIES

It is incredibly important that you memorize how to read and write hiragana ASAP. Reading over the tables or just hoping to acquire competence passively is not enough.

For working on your **reading**, try the iLearn games and strategies like:

1. Using the flashcards on iLearn whenever you can. You can access them on your phone, so its great practice while waiting for the bus, metro, etc.!
2. Make your own flashcards! This is good writing practice too. Practice with friends.



For working on your **writing**, use the workbook and stragies like:

1. Write each *kana* over and over. While writing, pronounce the character out loud.
2. Write the example words from earlier, covering the Japanese.
3. Have someone make up a word using the sounds we know and try to write it! Hiragana is phonetic, so you should be able to write anything you can say!



GREETINGS ・ あいさつ

Now that we've learned a bit about Japanese writing and pronunciation, let's learn some actual Japanese! Like all languages, Japanese has a number of set greetings. This week we are going to learn the most important greetings Japanese speakers use every day.

Let's start with simple greetings. In Japanese, there is no 24-hour greeting like "Hello". Instead, you change what you say depending on the time of day:

o ha yo u go za i ma su
おはようございます

= "Good Morning!"

ko n ni chi wa
こんにちは

= "Good Day/Afternoon!"

ko n ba n wa
こんばんは

= "Good Evening!"

mo shi mo shi
もしもし

= "Hello?" (on the phone only)



There are also multiple phrases used to say goodbye:

sa yo u na ra
さようなら

= "Goodbye!" (formal; implies some time before next meeting)

ja ma ta ma ta ne
じゃ、また or またね

= "See you!" (casual; likely to see the person again soon)

o ya su mi na sa i
おやすみなさい

= "Good night!" (before bed or parting in the late evening)

o ya su mi
おやすみ

= "Night!" (casual form of *oyasumi nasai*)



To give/receive thanks in a formal conversation, or when you don't know the other person well, use *arigatou gozaimasu* ("thank you") and *doutashimashite* ("you're welcome").

a ri ga to u go za i ma su
ありがとうございます

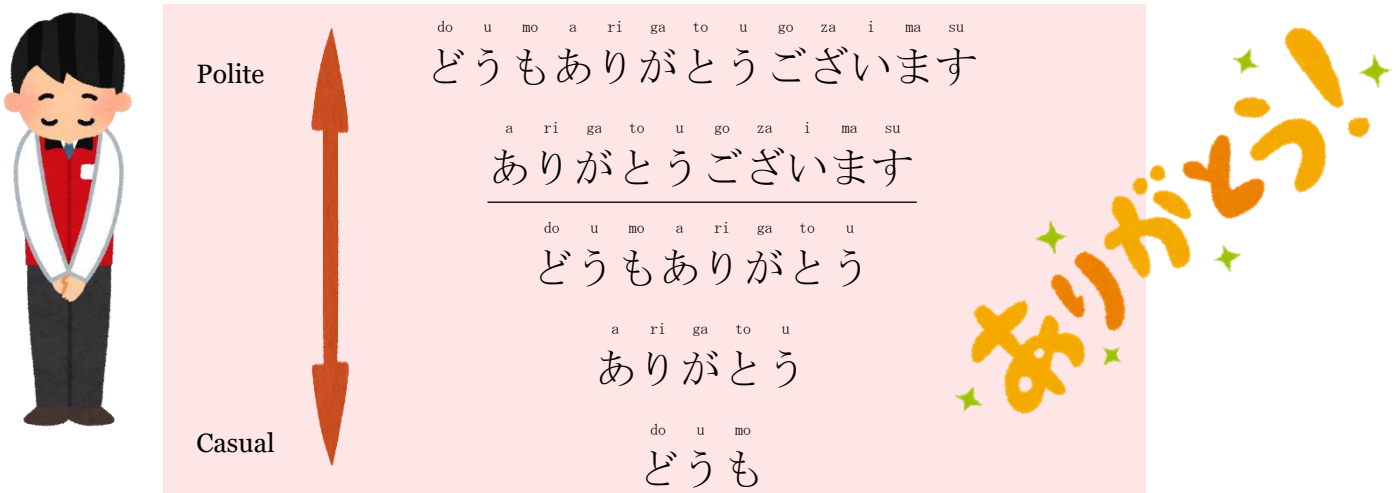


do u i ta shi ma shi te
どういたしまして

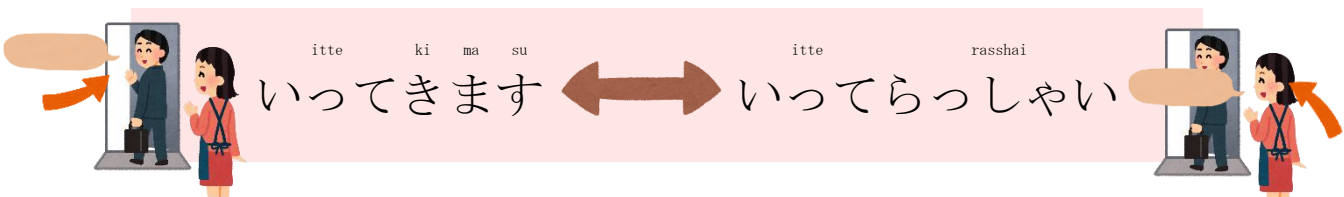
In more casual speech, you can say ^{a ri ga to u} ありがとう (“thanks”) and reply with “no”, ^{i i e} いいえ.
Think of ^{i i e} いいえ like “no worries” in Australian English.



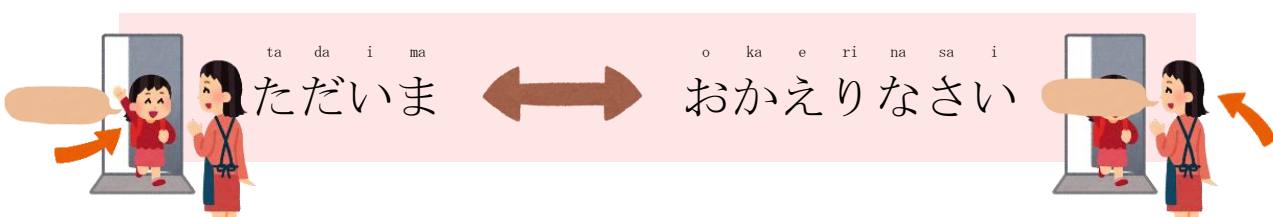
There are actually many ways to say “thank you” in Japanese though! As you can see below, longer versions are more polite. You should never use anything less polite than *arigatou gozaimasu* when speaking to teachers, bosses, or people you don’t know well.



Japanese also has greetings used when someone leaves or comes home. The first pair, *ittekimasu* (Going!) and *itterasshai* (See you!) is used when someone leaves the house:



The second pair, *tadaima* (I’m home!) and *okaerinasai* (Welcome home!) are used when someone comes home. *Okaerinasai* sometimes becomes *okaeri* in casual conversation.



Finally, we have two more important phrases: *sumimasen* and *shitsurei shimasu*.

su mi ma se n
すみません has three primary uses:

1. You can say *sumimasen* to apologize, as in “I’m sorry”.
2. You can say *sumimasen* to grab someone’s attention (e.g., your waiter, a stranger). Here *sumimasen* works like “excuse me”.
3. You can say *sumimasen* when trying to get past people (“excuse me, please let me through”). In Japan, this is often combined with a single-handed chopping gesture.



shi tsu re i shi ma su
しつれいします literally means “I will do rude”. This phrase has a wide variety of uses:

1. Use *shitsurei shimasu* before intruding on someone’s personal space. For instance, if your friend had something stuck to their shirt, you might say *shitsurei shimasu* before brushing it off. Even though you are helping them, you are intruding on their space, so you “apologize” by saying *shitsurei shimasu*.
2. Use *shitsurei shimasu* when entering someone else’s room or house, or your teacher’s office. Specifically, after you are given permission to enter.
3. As an extension of #2, *shitsurei shimasu* is also used in response to being given permission to do something “rude”, such as eating while another person’s food hasn’t arrived yet, or entering a room ahead of someone holding the door.
4. Like *sumimasen*, you can use *shitsurei shimasu* when trying to get past people. Arguably, *shitsurei shimasu* is a bit more polite in this context.



SAMPLE DIALOGUES ・ かいわ

Dialogue 1.1: At a party/パーティーで


konnichiwa. hajimemashite.
watashi wa tanaka haruki desu.
nihonjin desu. juu hassai desu.
watashi wa daigakusei desu. ichinensei desu.
douzo yoroshiku onegaishimasu.

haruki san, konnichi wa. hajimemashite.
watashi wa seera muun desu.
oosutoraria jin desu. hatachi desu.
watashi wa sannensei desu.
yoroshiku onegaishimasu.


Dialogue 1.1: Translation


Hello. Nice to meet you.
I am Haruki Tanaka.
I am Japanese. I am 18.
I am a university student. I am a 1st year.
I look forward to getting to know you.

Hello Haruki. Nice to meet you.
My name is Sarah Moon.
I am Australian. I am 20.
I am a 3rd year student.
I look forward to getting to know you.





VOCABULARY ・ ごい

Pronouns

wa ta shi
わたし

I (polite)

wa ta shi ta chi
わたしたち

We (polite)

bo ku
ぼく

I (masc., semi-polite)

a na ta
あなた

You, darling

It is best to use names or titles instead of "you" in Japanese, but あなた is fine if you have to use it.

Nouns

ga ku se i
がくせい

student

da i ga ku se i
だいがくせい

uni. student

se n se i
せんせい

teacher, doctor

na ma e
なまえ

name

Nations

o o su to ra ri a
オーストラリア

Australia

nyu jii ra n do
ニュージーランド

New Zealand

i gi ri su
イギリス

England

a me ri ka
アメリカ

USA

ka n ko ku
かんこく

S. Korea

chuu go ku
ちゅうごく

China

ni ho n
にほん

Japan

ma re e shi a
マレーシア

Malaysia

Phrases

do u zo
どうぞ

go ahead, by all means

ha ji me ma shi te
はじめまして

[introduction greeting]

yo ro shi ku o ne ga i shi ma su
よろしくおねがいます

[please, introduction closing]

See also: [Greetings](#)

Numbers

i chi
いち

1

ni
に

2

sa n
さん

3

shi yo n
し・よん

4

go
ご

5

ro ku
ろく

6

shi chi na na
しち・なな

7

ha chi
はち

8

kyuu
きゅう

9

juu
じゅう

10

See also: [Counting](#)

Suffixes

number+ ^{sa i} さい

~years old

name+ ^{sa n} さん

(polite)

country+ ^{ji n} じん

~ese/ian/er

number+ ^{ne n se i} ねんせい

~year in school



GRAMMAR ・ ぶんぽう

Grammar Point 1.1: Basic Japanese sentence structure

Our first grammar point is one of the most important in Japanese: the basic sentence structure [X] *wa* [Y] *desu*. Here, [X] is a noun (or noun phrase), and [Y] is a noun, noun phrase, or adjective. Note that *wa* is written using the hiragana that is normally read as *ha* (は) rather than the hiragana for *wa* (わ). We will explain this more next week.

^{wa} [NOUN 1] は [NOUN 2 or ADJECTIVE] ^{de su} です。
Literal: As for [Noun 1], it is [X]. Common English: [Noun 1] is/am/are [X].



In this structure, *wa* is a **grammatical particle**. Japanese uses grammatical particles to explicitly mark the role of each **noun** or **noun phrase** in a sentence. The particle *wa* marks *the noun before it* as the **topic** of the sentence. For now, it's okay to treat a topic as the sentence's **subject**. We will learn the difference between a topic and subject in [Week 6](#).

“Topics” don’t exist in English!

Desu is equivalent to the English “to be”. Japanese grammar does not conjugate “to be” though. As a result, *desu* can mean “(he/she/it) **is**”, “(I) **am**”, and “(you/they/we) **are**”.

The example below breaks down this [X] *wa* [Y] *desu* structure visually:

<p><i>watashi</i> is a polite first person pronoun. We translate it as “I”.</p>	wa ta shi わたし	wa は	se n se i せんせい	de su です。	<p>The verb <i>desu</i> is normally pronounced as <i>des</i>, without the final <i>u</i> sound.</p>
	<p><i>wa</i> marks the sentence topic. The topic of this sentence is therefore “<i>watashi</i>”.</p>		<p><i>sensei</i> means “teacher”. Japanese does not use “a/the”.</p>	<p><i>desu</i> ends the sentence. Here, it works like the English “am”, as in “I am a teacher”.</p>	

The sentence tells us that **watashi** is the **topic**, and the topic **is (desu)** a **teacher (sensei)**.

However, there is one small complication. Japanese does not distinguish between *a* and *the*, so two translations/meanings are actually possible (use context to decide):

<i>watashi wa sensei desu</i>	=	I am a teacher. <i>or</i> I am the teacher.
-------------------------------	---	--





Let's practice the [X] *wa* [Y] *desu* by learning to introduce ourselves. For now, just use English for your name. Once you get comfortable though, try pronouncing your name using the Japanese sound system. [This hyperlink](#) will bring you to a website that can help.

Non-Japanese names are normally written using **katakana** rather than **hiragana**. We will learn katakana in **Week 3**, but if you want to memorize how to write your name in katakana now, please go ahead. The sooner the better!

There are three important things to note when practicing introductions:

1. **Do not** put the honorific *~san* after your own name, but **always** put it after others'.



wa ta shi wa ma i ku de su.
わたし は マイク です。

[I am Mike.]

a na ta wa ta na ka sa n de su.
あなた は たなかさん です。

[You are Tanaka.]

You can use the suffixes *-kun* or *-chan* instead of *-san* with close friends, but never use names with no suffix unless you are **very** close. Traditionally, *-kun* is used after boys' names, and *-chan* is used after girls'.

2. Japanese names are normally given with the **last name first**.

wa ta shi wa ya ma shi ta ke n ji de su.
わたし は やました けんじ です。

[I am Kenji Yamashita.]

3. Non-Japanese names are often given with the **first name first**. The marker **·** is regularly used to separate the first and last name.

wa ta shi wa jakku che n de su.
わたし は ジャック・チェン です。

[I am Jack Chen].

wa ta shi wa sa ra su mi su de su.
わたし は サラ・スミス です。

[I am Sarah Smith].

When talking about a specific person, we can then use this same [X] *wa* [Y] *desu* pattern, using the person's name for [X]. However, don't forget that you must attach *~san* to their name unless you are good friends. So don't think of *~san* as just "mr./ms.!" Japanese people use *~san* in contexts where "mr./ms." would be odd in English, such as saying good morning to a coworker you've known for years, or even greeting a classmate in university. Think of *~san* as indicating a "standard" relationship, rather than a formal one.

Also, whenever possible, use **proper nouns** rather than *あなた* (*you*). It isn't *rude* to use *あなた*, but names or titles (e.g., "manager", "teacher") are always preferred. Try to only use *あなた* if you have to, like when talking to a stranger.

ma i ku sa n wa da i ga ku se i de su.
マイクさん は だいがくせい です。

[Mike is a/the university student **OR** You, Mike, are a/the uni student.]

ta ka mu ra sa n wa se n se i de su.
たかむらさん は せんせい です。

[Takamura is a/the teacher **OR** You, Takamura, are a/the teacher.]



Grammar Point 1.2: Nations/nationalities

Let's develop the [X] *wa* [Y] *desu* form by talking about nations and nationalities.

Only three Japanese country names will be entirely new to English speakers. Because these three are Japanese words, we will write them in hiragana until we learn kanji:




Most other country names are from English, so they sound quite similar to words you already know. This makes memorization easy, but don't get sloppy! We still need to use Japanese pronunciation. If you call "Australia" "awe-strayl-yuh" you won't be understood.

<u>Country</u>	<u>English Pronunciation</u>	<u>Japanese Pronunciation</u>
America/ <i>amerika</i>	<i>uh-mayre-ih-kuh</i>	<i>ah-meh-ree-kah</i>
Australia/ <i>oosutoraria</i>	<i>awe-strayl-yuh</i>	<i>ooh-sue-toe-rah-ree-ah</i>

Not all country names are from English though, as some are instead borrowed from their local languages. For instance, "Germany" is *doitsu* ("Deutschland"), and "The Netherlands" is *oranda* ("Holland"). The **Chapter 1 Vocab List** has a list of nations essential for this week. If your country isn't listed, please look it up in a dictionary or ask a teacher, as it's important to know even if it's not on our vocab list.

In Japanese, all country names can become nationalities via the suffix *~jin* (~じん). When reading the examples below, remember that Japanese doesn't use/require "a" or "the" or mark plurals. When translating, we therefore must add these elements based on context.

<p>wa ta shi wa o o su to ra ri a jin de su. わたし は オーストラリア じん です。 [I am an Australian.]</p> <p>se n se i wa chu u go ku jin de su. せんせい は ちゅうごく じん です。 [The teacher is Chinese/is a Chinese person.]</p> <p>a me ri ka jin wa se n se i de su. アメリカ じん は せんせい です。 [The American is a teacher.]</p> <p>a i ko se n se i wa ni ho n jin de su. あいこ せんせい は にほん じん です。 [Ms. Aiko (the teacher) is Japanese.]</p>	<p>This could also be "The teachers are all Chinese people", because Japanese rarely marks plurals.</p> <p>"Americans are (all) teachers" is grammatically possible here, but not factually possible. "The Americans are teachers" could be possible in context.</p>	
--	--	---

Because Japanese usually doesn't mark plurals, the plural of *sensei* is just *sensei*. We can only be sure if someone means one *sensei* or many *sensei* through context. The one big exception is the word “we”: *watashi* is always singular, *watashitachi* always means “we”.

だいがくせい は かんごく じん です。

[The uni student **is** Korean.] or [The uni students **are** Korean.]

アメリカ じん は だいがくせい です。

[The American **is a** uni student.] or [(The) Americans **are** uni students.]

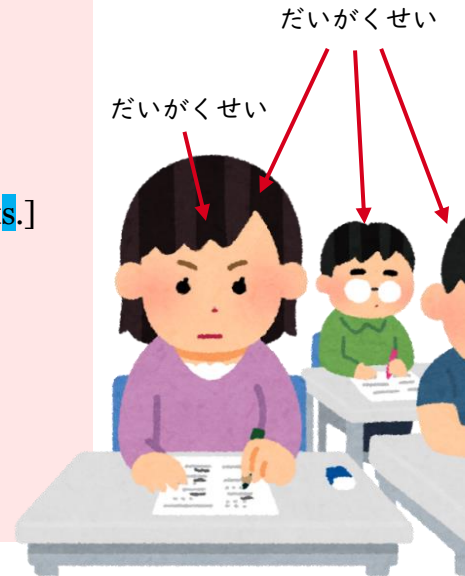
せんせい は にほん じん です。

[The teacher **is** Japanese.] or [The teachers **are** Japanese.]

わたしたち は せんせい です。

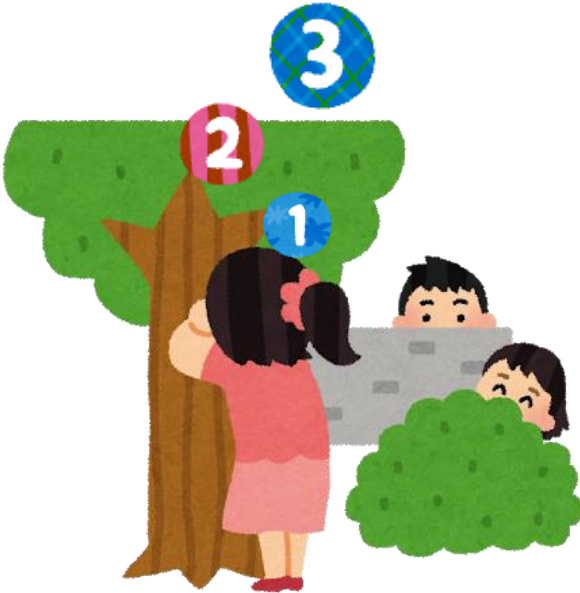
[**We are** teachers.]

Watashitachi is usually pronounced more like *watash-tachi*, dropping the first *i* sound.



Grammar Point 1.3: Counting, age, & school years

Counting in Japanese is easy! We can count all the way to 99 with just the numbers 1-10. As you can see in the chart, all Japanese numbers besides *zero* are written in hiragana.



0	ぜろ		
1	いち	6	ろく
2	に	7	なな・しち
3	さん	8	はち
4	よん・し	9	きゅう
5	ご	10	じゅう

You probably noticed that both 4 and 7 have two names. When counting to ten, you can use either! As we move forward though, there will be cases where only one is okay.

When counting between 10 and 20, simply say 10 and then the next number. For instance, 11 is *juu ichi* (ten-one), and twelve is *juu ni* (ten-two).

じゅう + いち = じゅういち



10	じゅう juu	15	じゅうご juu go
11	じゅういち juu i chi	16	じゅうろく juu ro ku
12	じゅうに juu ni	17	じゅうしち juu shi chi じゅうなな juu na na
13	じゅうさん juu sa n	18	じゅうはち juu ha chi
14	じゅうし juu shi じゅうよん juu yo n	19	じゅうきゅう juu kyuu



We can continue this process up to 99 by saying [number] [ten] [number]! Twenty is simply “two-ten” (*ni juu*). Twenty-one is then “two-ten-one”, or *ni juu ichi*. Easy!

$$35 = 30 + 5 = \text{さんじゅう} + \text{ご} = \text{さんじゅうご}$$

The only trick is that forty is *yon juu* and seventy is *nana juu*. **You cannot say *shijuu* for 40 or *shichijuu* for 70.**

47	よんじゅうなな yo n juu na na	74	ななじゅうよん na na juu yo n
----	---------------------------	----	---------------------------

We can use numbers to say someone’s age as well. In most cases, simply add the suffix *~sai* (さい) to the end of a number to make it an age. For example:

わたしはじゅうきゅうさいです。
[I am 19 years old.]

ジュンさんはよんじゅうろくさいです。
[Jun is 46 years old.]



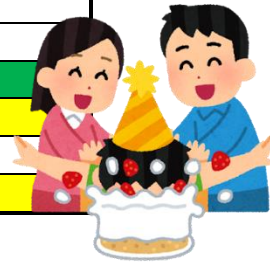
However, any age ending in **1, 8, or 0** changes slightly to add a small pause between the number and *sai*. For instance, ~1 (*ichi*) and *sai* combine to become *~issai* (“*i-ssai*”), ~8 (*hachi*) becomes *~hassai* (“*ha-ssai*”), and ~0 (*juu*) becomes *~jussai* (“*ju-ssai*”).

わたしはじゅういっさいです。あなたはじゅうはっさいです。
[I am 11 years old. You are 18 years old.]



Also, any age ending in ~4 and ~7 can only be *yon-sai* and *nana-sai*, just like how we only use *yon/nana* to count 40/70. See the chart below for a summary of everything so far:

1	<i>issai</i>	11	<i>juu issai</i>	21	<i>nijuu issai</i>
2	<i>ni sai</i>	12	<i>juu ni sai</i>	22	<i>nijuu ni sai</i>
3	<i>san sai</i>	13	<i>juu san sai</i>	23	<i>nijuu san sai</i>
4	<i>yon sai</i>	14	<i>juu yon sai</i>	24	<i>nijuu yon sai</i>
5	<i>go sai</i>	15	<i>juu go sai</i>	25	<i>nijuu go sai</i>
6	<i>roku sai</i>	16	<i>juu roku sai</i>	26	<i>nijuu roku sai</i>
7	<i>nana sai</i>	17	<i>juu nana sai</i>	27	<i>nijuu nana sai</i>
8	<i>hassai</i>	18	<i>juu hassai</i>	28	<i>nijuu hassai</i>
9	<i>kyuu sai</i>	19	<i>juu kyuu sai</i>	29	<i>nijuu kyuu sai</i>
10	<i>jussai</i>	20	<i>hatachi</i>	30	<i>sanjussai</i>



Lastly, 20-years-old is *hatachi* (**not** *hatachi-sai*). The age of “20-years-old” gets its own word because 20 is a very important age in Japan.



a ki ko sa n wa ni jussa i de su
あきこ さん は にじゅっさい です。

[Akiko is twenty **incorrect**.]

a ki ko sa n wa ha ta chi de su
あきこ さん は はたち です。

[Akiko is **twenty**.]



In Japan, 20 is the year you culturally (and legally!) become an adult. It's like 18 in Australia, or 21 in the USA.

Be sure to use *hatachi* for this year! If you say *nijussai* you will be understood, but so will the limits of your Japanese.

One last use of numbers for this chapter is to talk about your year in school. The suffix to list school years is ~*nensei*. Unlike age, the numbers don't change shape except for one case: a fourth-year is *yonensei*. **You cannot say *yon-nensei* or *shi-nensei***. In theory, ~*nensei* can attach to numbers above four, but rarely does for obvious reasons.

wa ta shi wa i chi ne n se i de su
わたし は いちねんせい です。

[I am a first-year.]

sa o ri sa n wa ni ne n se i de su
さおりさん は にねんせい です。

[Saori is a second-year.]

yo ne n se i wa ma i ke ru sa n de su
よねんせい は マイケルさん です。

[The **fourth-year** is Micheal.]

da i ga ku se i wa sa n ne n se i de su
だいがくせい は さんねんせい です。

[The uni student is a third-year.] or [The uni students are third-years.]



Grammar Point 1.4: Self-introductions

Now that we've learned how to talk about our age and school year, let's master Japanese self-introductions! First, begin with the phrase *hajimemashite*, and then give your name.



Literally, はじめまして means something like “this is the first time” or “(our acquaintance) begins”.

Hajimemashite is often translated as “nice to meet you” or “how do you do?”. These are not the literal meanings of the phrase, but they work fine as English equivalents.

Other details (name, nationality, age, school year, etc.) come after *hajimemashite*. However, it is common and natural in Japanese to **drop the topic/subject of a sentence** when it is obvious. You can even drop *watashi wa* from the first sentence of a self-introduction (as Kenta does in the image above) because the topic (I) is obvious there.

<p>ha ji me ma shi te はじめまして。</p> <p>wa ta shi wa na o mi bu ra u n de su わたし は ナオミ・ブラウン です。</p> <p>ha ta chi de su ni ne n se i de su はたち です。 にねんせい です。</p> <p>o o su to ra ri a ji n de su オーストラリア じん です。</p>	<p>Nice to meet you.</p> <p>I am Naomi Brown.</p> <p>I am 20 years old. I am a second year.</p> <p>I am Australian.</p>
--	---

English requires “I” 3 times here. **Japanese** uses *watashi* once, and even that could be dropped in this context because you are obviously talking about yourself during a self introduction.

Finally, a Japanese self-introduction ends with the phrase *yoroshiku onegaishimasu*. This literally means “please be good/nice to me”. In response to *yoroshiku onegaishimasu*, it is common to say *kochira koso*, which means something like “no, I should be saying that!”.

WEEK 1 WORKBOOK ・ ワークブック 1

Exercise 1.1

Practice writing this week's hiragana. Be sure to pay attention to shape and balance. Each hiragana should take up the same amount of space. Use the first three pictures to trace. In the last box, try free-writing all 5 characters in each set so they are the same size.

1. あーお

あ	あ	あ										い	い	い									
う	う	う										え	え	え									
お	お	お										あいうえお											

2. かーこ

か	か	か										き	き	き									
く	く	く										け	け	け									
こ	こ	こ										かきくけこ											

3. さーそ

さ	さ	さ										し	し	し									
す	す	す										せ	せ	せ									
そ	そ	そ										さしすせそ											

4. たーと

た	た	た										ち	ち	ち									
つ	つ	つ										て	て	て									
と	と	と										たちつてと											

5. なーの

な	な	な										に	に	に									
ぬ	ぬ	ぬ										ね	ね	ね									
の	の	の										なにぬねの											



Exercise 1.2

In each box, draw lines to match the hiragana words with their proper Romanization.

1.

きおく		<i>kiai</i>
きあい		<i>kiatsu</i>
きおち		<i>kioku</i>
きえい		<i>kiei</i>
きあつ		<i>kiochi</i>

2.

そと		<i>souki</i>
そうしき		<i>soshiki</i>
そうとう		<i>soushiki</i>
そしき		<i>soto</i>
そうき		<i>soutou</i>

3.

ぬか		<i>nuno</i>
にき		<i>niku</i>
にく		<i>nuka</i>
ぬの		<i>kuni</i>
くに		<i>niki</i>

4.

おう		<i>ooi</i>
おおきい		<i>oui</i>
おおい		<i>ookii</i>
おうい		<i>ui</i>
うい		<i>ou</i>

Exercise 1.3

Write the words below in hiragana, and then look up their English meaning.

Recommended *romaji*-input dictionaries are included in [Online Resources – Apps](#).

1. *akai* _____ Meaning: _____
2. *chikai* _____ Meaning: _____
3. *nishi* _____ Meaning: _____
4. *tsukue* _____ Meaning: _____
5. *tonakai* _____ Meaning: _____
6. *kisoku* _____ Meaning: _____
7. *osana* _____ Meaning: _____
8. *sekisetsu* _____ Meaning: _____
9. *tsuki* _____ Meaning: _____
10. *kisetsu* _____ Meaning: _____

Exercise 1.4

Using the Roman alphabet (or hiragana if you are feeling brave!), write what you would say in the following situations:

1. You meet someone for the first time: _____
2. You hear someone come home: _____
3. Someone thanks for your helping: _____
4. You are trying to get a waiter's attention: _____
5. You accidentally bump into someone: _____
6. You answer your phone: _____
7. You meet your friend at 7 p.m. _____
8. You say goodbye to your teacher after a 10 a.m. class _____
9. Your father tells you he's leaving to go shopping _____
10. The teacher calls you into their office _____

Exercise 1.5

Using the Roman alphabet (or hiragana & katakana if you are feeling brave!), write a self-introduction. Include your name, age, nationality, and school year. Be sure to include the proper opening and closing greetings. If your nationality was not in this week's vocabulary list, look it up. You will need to know how to say where you are from!



WEEK 1 WORKBOOK ANSWER KEY ・ ワークブック回答集 1

Exercise 1.1

Practice writing this week’s hiragana. Be sure to pay attention to shape and balance. Each hiragana should take up the same amount of space. Use the first three pictures to trace. In the last box, try free-writing all 5 characters in each set so they are the same size.

1. あーお

あ	あ	あ										い	い	い									
う	う	う										え	え	え									
お	お	お										あいうえお											

Don't forget to also trace over the first two "grey" kana for practice!

Make sure your hiragana are all of a similar size, and don't curve too much! Check how you can improve your handwriting, and note any bad shapes.

2. かーこ

か	か	か										き	き	き									
く	く	く										け	け	け									
こ	こ	こ										かきくけこ											

3. さーそ

さ	さ	さ										し	し	し									
す	す	す										せ	せ	せ									
そ	そ	そ										さしすせそ											

4. たーと

た	た	た										ち	ち	ち									
つ	つ	つ										て	て	て									
と	と	と										たちつてと											

5. なーの

な	な	な										に	に	に									
ぬ	ぬ	ぬ										ね	ね	ね									
の	の	の										なにぬねの											



Exercise 1.2

In each box, draw lines to match the hiragana words with their proper Romanization.

1.

きおく		<i>kiai</i>
きあい		<i>kiatsu</i>
きおち		<i>kioku</i>
きえい		<i>kiei</i>
きあつ		<i>kiochi</i>

2.

そと		<i>souki</i>
そうしき		<i>soshiki</i>
そうとう		<i>soushiki</i>
そしき		<i>soto</i>
そうき		<i>soutou</i>

3.

ぬか		<i>nuno</i>
にき		<i>niku</i>
にく		<i>nuka</i>
ぬの		<i>kuni</i>
くに		<i>niki</i>

4.

おう		<i>ooi</i>
おおきい		<i>oui</i>
おおい		<i>ookii</i>
おうい		<i>ui</i>
うい		<i>ou</i>

Exercise 1.3

Write the words below in hiragana, and then look up their English meaning.

Recommended *romaji*-input dictionaries are included in [Online Resources – Apps](#).

- | | | |
|---------------------------|-------------|----------------|
| 1. <i>akai</i> _____ | <i>あかい</i> | Meaning: _____ |
| 2. <i>chikai</i> _____ | <i>ちかい</i> | Meaning: _____ |
| 3. <i>nishi</i> _____ | <i>にし</i> | Meaning: _____ |
| 4. <i>tsukue</i> _____ | <i>つくえ</i> | Meaning: _____ |
| 5. <i>tonakai</i> _____ | <i>となかい</i> | Meaning: _____ |
| 6. <i>kisoku</i> _____ | <i>きそく</i> | Meaning: _____ |
| 7. <i>osanai</i> _____ | <i>おさない</i> | Meaning: _____ |
| 8. <i>sekisetsu</i> _____ | <i>せきせつ</i> | Meaning: _____ |
| 9. <i>tsuki</i> _____ | <i>つき</i> | Meaning: _____ |
| 10. <i>kisetsu</i> _____ | <i>きせつ</i> | Meaning: _____ |

Exercise 1.4

Using the Roman alphabet (or hiragana if you are feeling brave!), write what you would say in the following situations:

1. You meet someone for the first time: hajimemashite・はじめまして
2. You hear someone come home: okaerinasai・おかえりなさい
3. Someone thanks for your helping: doutashimashite/iie・どういたしまして・いいえ
4. You are trying to get a waiter's attention: sumimasen・すみません
5. You accidentally bump into someone: sumimasen./shitsureishimasu・
6. You answer your phone: moshi moshi・もしもし しつれいします
7. You meet your friend at 7 p.m. konbanwa・こんばんは
8. You say goodbye to your teacher after a 10 a.m. class sayounara・さようなら
9. Your father tells you he's leaving to go shopping itterasshai・いってらっしゃい
10. The teacher calls you into their office shitsureishimasu・しつれいします

Exercise 1.5

Using the Roman alphabet (or hiragana & katakana if you are feeling brave!), write a self-introduction. Include your name, age, nationality, and school year. Use a proper opening and closing greetings. If your nationality was not on the list, look it up. You will need to know how to say where you are from.

This is a model.
Your answer(s) may differ.
Check with another classmate!

hajimemashite. watashi wa [NAME] desu.

nijuu issai desu. oosutoraria jin desu.

ninensei desu.

yoroshiku onegaishimasu.

If you write in hiragana/katakana, your name should be in katakana.

WEEK TWO ・ だいにしゅうめ

AN INTRODUCTION TO JAPANESE WRITING: HIRAGANA 2/3

This week we will learn the last 21 hiragana. After this, there are no more new hiragana! There are a few tricks left to learn though, which we will cover next week.

To review, here is the complete hiragana list:

		k	s	t	n	h	m	y	r	wa
a	あ	か	さ	た	な	は	ま	や	ら	わ
i	い	き	し	ち	に	ひ	み		り	wo
u	う	く	す	つ	ぬ	ふ	む	ゆ	る	を
e	え	け	せ	て	ね	へ	め		れ	n
o	お	こ	そ	と	の	ほ	も	よ	ろ	ん

The “h” sounds: *ha, hi, fu, he, and ho*.

Our first 5 hiragana this week are the “H” sounds. Note that the character ふ is pronounced *fu* with a soft “F” as in “after” or “half”, not a hard “F” as in “father” or “fork”.

<i>ha</i>	<i>hi</i>	<i>fu</i>	<i>he</i>	<i>ho</i>
は	ひ	ふ	へ	ほ
は	ひ	ふ	へ	ほ

The hiragana は is also special. When used to spell words, は is always *ha*. However, は is also (as we mentioned in Week One!) used to write the grammatical particle *wa*:

wa ta shi wa ha na cha n no ha ha de su
わたし は はなちゃん の はは です。 [I am Hana’s mother.]



Try reading/pronouncing the words below:

はち	eight	<i>hachi</i>
ひと	person/people	<i>hito</i>
ふとい	thick	<i>futoi</i>
ほね	bone	<i>hone</i>



The “m” sounds: *ma*, *mi*, *mu*, *me*, and *mo*.

Our second set of hiragana are the “M” sounds. This set is straightforward: there are no irregular pronunciations, or shape changes between the printed/written styles.

<i>ma</i>	<i>mi</i>	<i>mu</i>	<i>me</i>	<i>mo</i>
ま	み	む	め	も
ま	み	む	め	も







Let's read some words which use these hiragana:

みみ	ear	<i>mimi</i>
むすこ	son	<i>musuko</i>
め	eye	<i>me</i>
もも	peach	<i>momo</i>




The “y” sounds: *ya*, *yu*, and *yo*.

Our next set of hiragana only has three sounds: *ya*, *yu*, and *yo*. The sounds *yi* and *ye* used to have hiragana, but they disappeared from the Japanese language a long time ago.

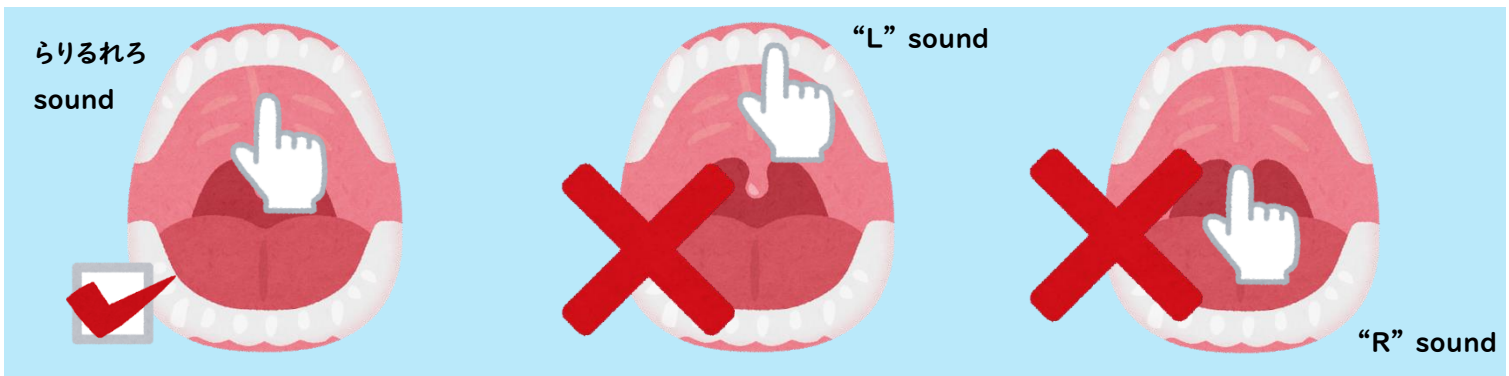
<i>ya</i>		<i>yu</i>		<i>yo</i>
				
				

Let's try reading a three words that use these three sounds:

やま	mountain	<i>yama</i>	
ゆき	snow	<i>yuki</i>	
よてい	plan	<i>yotei</i>	

The “r” sounds: *ra, ri, ru, re, and ro.*

The pronunciation of our last set of 5 sounds is a little tricky. While often Romanized as “r” or “l”, the Japanese “r/l” does not actually exist in English. As a result, do not make either of these two sounds when you produce *ra/ri/ru/re/ro*; do not pull your tongue back into your mouth (“r”) or press it against your top teeth (“l”). To make the proper sound for *ra/ri/ru/re/ro*, instead lightly tap your tongue against the upper ridge of your mouth, behind your front teeth, and then release your tongue downwards as you say the vowel.



<i>ra</i>	<i>ri</i>	<i>ru</i>	<i>re</i>	<i>ro</i>
ら	り	る	れ	ろ
ら	り	る	れ	ろ



Try reading (and correctly pronouncing!) this new list of words!

らく	easy	<i>raku</i>	
りりっ	interest rate	<i>riritsu</i>	
るい	base (in baseball)	<i>ru</i>	
れきし	history	<i>rekishi</i>	
ろうか	corridor/hallway	<i>rouka</i>	

The other sounds: *wa*, *wo*, and *n*

The last set of sounds is an irregular set, as all three have tricks to their use.

<i>wa</i>		<i>wo</i>		<i>n</i>
わ		を		ん
わ		を		ん

わ is only used for spelling the *wa* sound inside of words. For instance, in わたしは the word わたし has the **wa** sound in it so we use **わ**, but we do not use **わ** for the particle **は**.

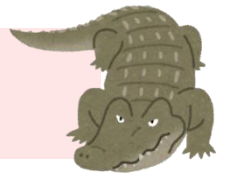
^{wa} ta shi ^{wa} ^{wa} shi mi de su ^{ha} ta chi de su [I am Washimi. I am 20.]
 わたし は わし み です。 は た ち です。

を is then often Romanized as *wo*, but it is pronounced as *o* (just like お). However, を is never used in spelling. It's only use is for a grammatical particle we will learn in **Week 3**.

Finally, ん is the only hiragana that represents a lone consonant. You cannot begin a word with ん, so words that start with “n” are always written with な, に, ぬ, ね, and の. The hiragana ん is used in words like にほん (Japan), せんせい (teacher), and まんが (manga).

Below are our last two practice words. As always, try reading them without looking at the Romanization.

わに	crocodile/alligator	<i>wani</i>
かんたん	easy/simple	<i>kantan</i>



AN INTRODUCTION TO JAPANESE WRITING: SUTEGANA

Sutegana, also known as *kogakimoji*, are smaller versions of hiragana. Specifically, つ, や, ゆ, and よ are the *sutegana* of つ, や, ゆ, and よ.

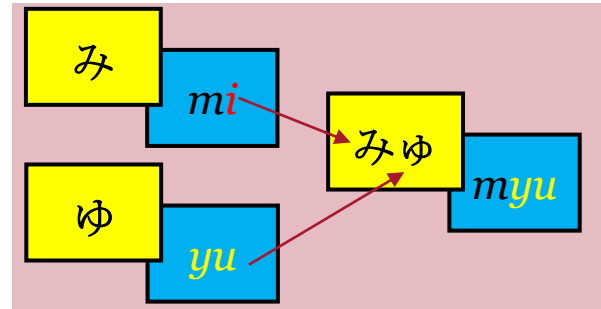
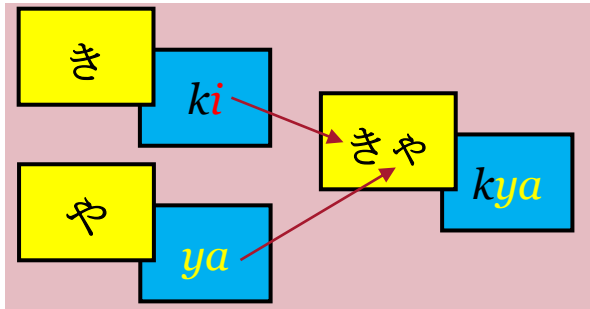
The small っ *sutegana* is used to mark the pauses (**geminated consonants**) in some Japanese words. For instance, last week we learned how to talk about age. Ages ending in ~1, ~8, and ~0 had special readings like ~*issai* and ~*hassai*. When we write these words in Japanese, we use the small っ to represent the pause, as in いっさい and はっさい.



The table below shows Japanese words that differ only based on whether they use っ. Try reading each word on your own before checking the Romanization.

Word	Meaning	Romanization	Word	Meaning	Romanization
おと	sound	<i>oto</i>	おっと	my husband	<i>otto</i>
あか	red	<i>aka</i>	あっか	deteriorate	<i>akka</i>
とき	time	<i>toki</i>	とっき	protuberance	<i>tokki</i>
あき	fall, autumn	<i>aki</i>	あっき	bad air	<i>akki</i>

Small や, ゆ, and よ (や・ゆ・よ) are instead placed after a hiragana ending in an ~i sound (e.g., き, し, み), and replace the original ~i sound of that hiragana. For instance, き (*ki*) + や (small *ya*) makes *kya*. We keep *k~* from き, but *ya* replaces the ~i. Likewise, み (*mi*) + ゆ (small *yu*) makes *myu*. We keep *m~*, but *yu* replaces the ~i.



Combinations starting with し keep their “sh” sound, which overrides the “y” sound. So しや, しゆ and しよ become *sha*, *shu*, and *sho* instead of *sya*, *syu*, or *sho*. The ち combinations work the same. ちや is *cha* rather than *cya*.

	や	ゆ	よ		や	ゆ	よ
k	きや	きゆ	きよ	h	ひや	ひゆ	ひよ
sh	しや	しゆ	しよ	m	みや	みゆ	みよ
ch	ちや	ちゆ	ちよ	r	りや	りゆ	りよ
ni	にや	にゆ	によ				



The use of these small や, ゆ, and よ characters is quite common in Japanese words. Try reading the examples below (note that やゆよ can be followed immediately by っ!):

お <u>ち</u> や	tea	<i>ocha</i>
き <u>よ</u> うか <u>し</u> よ	textbook	<i>kyoukasho</i>
かい <u>し</u> や	company	<i>kaisha</i>
き <u>よ</u> う <u>り</u> ゆ <u>う</u>	dinosaur	<i>kyouryuu</i>
し <u>や</u> っ <u>き</u> ん	debt	<i>shakkin</i>
ぶ <u>ん</u> み <u>や</u> く	context	<i>bunmyaku</i>
し <u>っ</u> し <u>よ</u> く	unemployment	<i>shishshoku</i>
ひ <u>よ</u> う <u>し</u>	a book's cover	<i>hyoushi</i>




Paying attention to whether a word contains や or や, ゆ or ゆ, and よ or よ is very important! Some words are the same except for the size of their hiragana:

Pronounced as *kyou*,
all one syllable

kyo u
きょう

today



vs.

ki yo u
きょう

skillful


Pronounced as *ki-yoo*,
two syllables



Pronounced as *ryuu*,
all one syllable.

ryu u
りゅう

dragon




vs.

ri yu u
りゅう

reason

Pronounced as *ri-yuu*,
two syllables

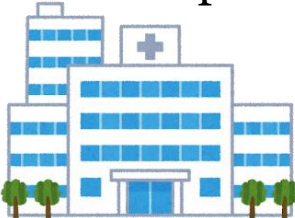
WHY?



Pronounced as *byou*,
all one syllable

byo u i n
びょういん

hospital




vs.

bi yo u i n
びょういん

beauty salon

Pronounced as *bi-you*,
two syllables



SAMPLE DIALOGUES ・ かいわ

Dialogue 2.1: At a party/パーティーで



se e ra sa n se n ko u wa na n de su ka
セーラさん、せんこう は なん ですか。

se n ko u wa ko ku sa i ga ku de su ha ru ki sa n wa
せんこうは こくさいがく です。はるきさんは？



re ki shi de su
れきし です。

se e ra sa n no da i ga ku wa do ko de su ka
セーラさん の だいがく は どこ ですか。

ma k ko o ri i da i ga ku de su
マッコリーだいがく です。

shi do ni i no da i ga ku de su
シドニー の だいがく です。

ha ru ki sa n no da i ga ku wa do ko de su ka
はるきさん の だいがく は どこですか。



me ru bo ru n da i ga ku de su
メルボルンだいがく です。



Dialogue 2.1: Translation



Sarah, what is your major?

My major is international studies.
What about you Haruki?



History.
Where is your university?

It's Macquarie University.
It is a Sydney university.
Where is your university, Haruki?



It is Melbourne University.



**Dialogue 2.2: On the street/みちで**

su mi ma se n ki s sa te n wa do ko de su ka
すみません、きっさてん は どこ ですか。

ki s sa te n wa a so ko de su
きっさてん は あそこ です。



e ? ko ko wa do ko de su ka
え？ ここ は どこ です か。

ko ko wa e i ga ka n de su
ここ は えいがかん です。



so u de su ka a ri ga to u go za i ma su
そうですね。ありがとうございます。

Dialogue 2.2: Translation

Excuse me, where is the café?

The café is over there.



Oh? Where is this place we are?

This is a movie theatre.



Oh really? Thank you so much.

Dialogue 2.3: In class/きょうしつで



a wa ta shi no kyo u ka sho wa
あ！ わたし の きょうかしよ は
do ko de su ka
どこ ですか。

ha ru ki sa n no kyo u ka sho de su ka
はるきさん の きょうかしよ ですか。
ko re de su ka
これ ですか。



i i e so re wa to mu sa n no
いいえ、それ は トム さん の
kyo u ka sho de su
きょうかしよ です。

a a re de su ka
あ、あれ ですか。

a no kyo u ka sho de su ka
あの きょうかしよ ですか。



a so u de su
あ、そうです！

a re wa wa ta shi no kyo u ka sho de su
あれ は わたし の きょうかしよ です。



Dialogue 2.3: Translation



Oh no! Where is my textbook?

Your textbook? Is it this near me?



No, that near you is Tom's textbook.

Ah, is it that over there?
Is it that textbook over there?



Ah, yes!
That over there is my textbook!





VOCABULARY ・ ごい

Pronouns

ka re かれ	he
ka no jo かのじよ	she, girlfriend

General Nouns

e i ga えいが	movie
e n pi tsu えんぴつ	pencil
o ka ne おかね	money
ka ba n かばん	bag, purse
ka re shi かれし	boyfriend
kyou ka sho きょうかしよ	textbook
kyo u shi tsu きょうしつ	classroom
ku ru ma くるま	car
sa i fu さいふ	wallet
ji sho じしよ	dictionary
ji te n sha じてんしゃ	bicycle
de n wa でんわ	phone (number)
ba n go u (ばんごう)	
to mo da chi ともだち	friend
no o to ノート	notebook
ho n ほん	book
pe n ペン	pen

Majors

se n ko u せんこう	major
e i go えいご	English
ge n go ga ku げんごがく	linguistics
ko ku sa i ga ku こくさいがく	international studies
ni ho n go にほんご	Japanese
bu n ga ku ぶんがく	literature
re ki shi れきし	history

Buildings

e i ga ka n えいがかん	movie theatre
e ki えき	station
kissa te n きっさてん	café
gi n ko u ぎんこう	bank
to i re トイレ	toilet, bathroom
to sho ka n としよかん	library
he ya へや	room

Australia

shi do ni i シドニー	Sydney
mak ko o ri i マッコリー	Macquarie
me ru bo ru n メルボルン	Melbourne
k ya n be ra キャンベラ	Canberra



GRAMMAR ・ ぶんぽう

Grammar point 2.1: This and that, here and there

Our major grammar point this week is how to refer to generic items and locations. In English, we do this with the pairs “this/that” and “here/there”. In each pair, one word implies “near the speaker”, and the other implies “away from the speaker”.

Japanese is a bit more complicated. Reference words come in groups of three, divided between “near the speaker”, “near the listener”, and “away from both people”.

The first set of three words is ^{ko re}これ・^{so re}それ・^{a re}あれ: ^{ko re}これ means “this thing [near me]”, ^{so re}それ means “that thing [near you]”, and ^{a re}あれ means “that thing [away from us]”.

これ = this near me

それ = that near you

あれ = that away from us



kore wa ringo desu
これはりんごです。
This [near me] is an apple.

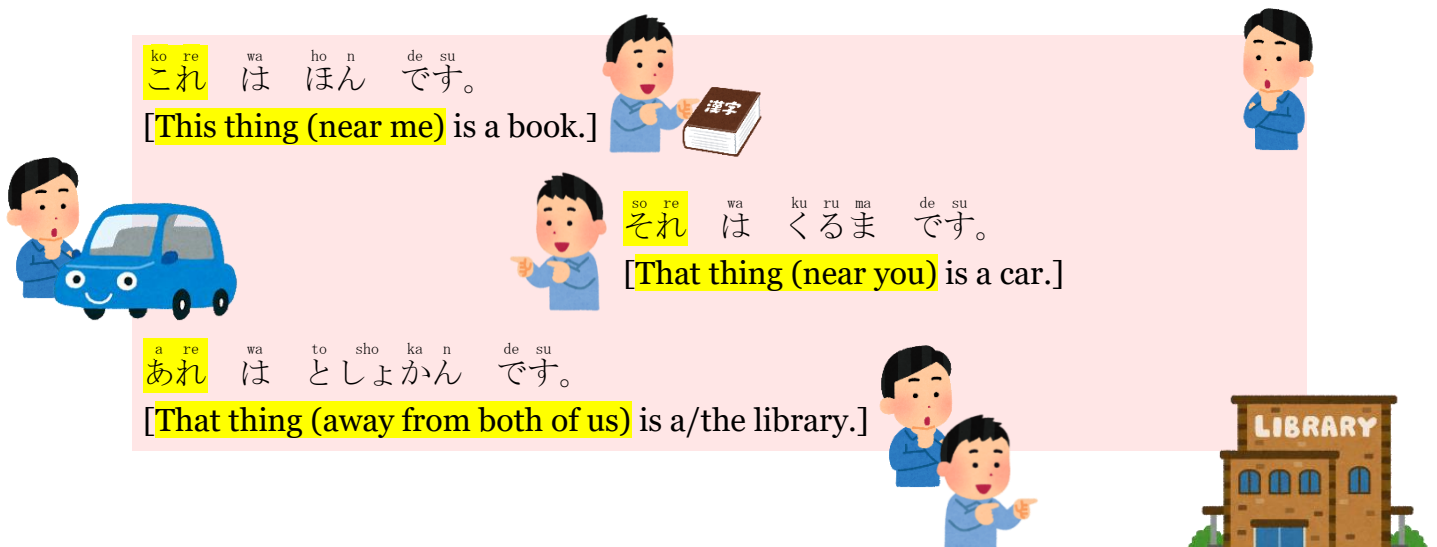


sore wa ringo desu
それはりんごです。
That [near you] is an apple.



are wa ringo desu
あれはりんごです。
That [over there] is an apple.

Let's look at some more examples using **this week's vocabulary**:



^{ko re}これはほんです。
[This thing (near me) is a book.]

^{so re}それはくるまです。
[That thing (near you) is a car.]

^{a re}あれはとしよかんです。
[That thing (away from both of us) is a/the library.]



One important complication: the words **これ・それ・あれ** are **pronouns**. So you **cannot** use them to say “**this/that** [noun] is...” because they imply “this/that **thing**”.

To say “**this** [noun] near me”, “**that** [noun] near you”, or “**that** [noun] over there” we need to use a new set of 3 words: ^{ko no}この・^{so no}その・^{a no}あの. Unlike **これ・それ・あれ**, these words **cannot be** followed by a particle. You **must** put a noun after them. The reason for this difference is that **この・その・あの** are **adjectives** while **これ・それ・あれ** are **pronouns**. Just like “red” or “quick”, **この・その・あの** must therefore modify nouns.

Look at the examples below to compare the sets. Note that **これ・それ・あれ** are **always** followed by a **particle** or **desu**, and **この・その・あの** are **always** followed by a **noun**.

^{ko re}これ ^{wa}は ^{ku ru ma}くるま ^{de su}です。

[**This thing (near me)** is a car.]

^{ko no}この ^{ku ru ma}くるま ^{wa}は ^{to sho ka n}としょかん ^{de su}です。

[**This car (near me)** is a library.]

^{so re}それ ^{wa}は ^{kyo u shi tsu}きょうしつ ^{de su}です。

[**That thing (near you)** is a classroom.]

^{so no}その ^{kyo u shi tsu}きょうしつ ^{wa}は ^{ni hon go}にほんご ^{de su}です。

[**That classroom (near you)** is a/the Japanese class.]

^{da i ga ku}だいがく ^{wa}は ^{a re}あれ ^{de su}です。

[The university is **that thing (over there)**.]

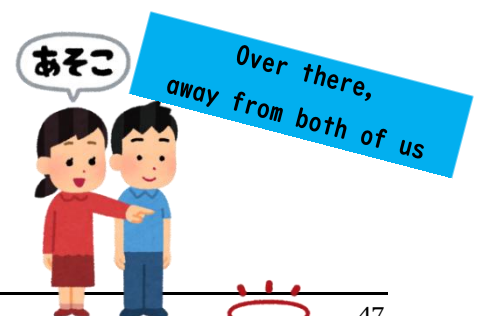
^{mak ko o ri i}マッコーリー ^{da i ga ku}だいがく ^{wa}は ^{a no}あの ^{da i ga ku}だいがく ^{de su}です。

[Macquarie University is **that university (over there)**.]



Finally, Japanese also has 3 words used like “here/there”: ^{ko ko}ここ・^{so ko}そこ・^{a so ko}あそこ.

ここ means “this location near me”, **そこ** means “that location near you”, and **あそこ** means “that location away from both of us”.





ko ko wa shi do ni i de su.
ここ は シドニー です。

[Here (the place where I am/we are) is Sydney.]

ka ba n wa so ko de su.
かばん は そこ です。

[The/a bag is there (near you).]



あそこ

to i re wa a so ko de su.
トイレ は あそこ です。

[The toilet is over there (away from we both are).]



In some cases, you can switch between **これ・それ・あれ** and **ここ・そこ・あそこ** to create similar sentences. In these situations, your choice should depend on whether you are referring to a **thing (これ・それ・あれ)** or a **location (ここ・そこ・あそこ)**.

a re wa e ki de su.
あれ は えき です。

[That (= the thing over there) is a/the station.]

a so ko wa e ki de su.
あそこ は えき です。

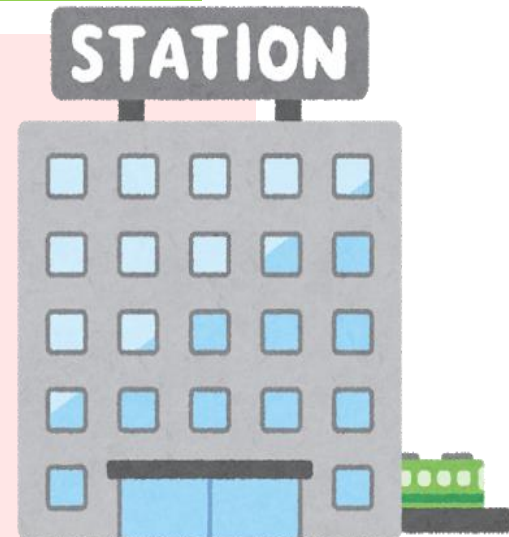
[Over there (= that location) is a/the station.]

e ki wa a re de su.
えき は あれ です。

[The station is that (= the thing over there).]

e ki wa a so ko de su.
えき は あそこ です。

[The station is over there (= at that location/in that direction).]



When using all of these terms, remember that what is **これ・ここ・この** for you is **それ・そこ・その** for the person you are talking to, and vice versa! If someone uses **これ** to refer to something, you will therefore usually use **それ** in your reply.

Grammar point 2.2: The particle の

の is the **possessive particle** in Japanese. It is similar to English's 's (as in "the teacher's"), but has a wider range of uses. Importantly though, の is **only** used to connect a **noun** or **noun phrase** with another noun/noun phrase:

[NOUN or NOUN PHRASE 1] の [NOUN or NOUN PHRASE 2]

Always make sure there is a noun (or noun phrase) on both sides of the particle の!





The primary use of の is to show ownership. Here, the noun **after** の belongs to the noun **before** の. Note that Japanese says “I’s car” or “(s)he’s car” instead of “my/her/his/their”.

ko re wa wa ta shi no ku ru ma de su.
これ は わたし の くるま です。

[This (thing near me) is **my car**.]

to mu sa n no kyo u ka sho wa a so ko de su.
トムさん の きょうかしょ は あそこ です。

[**Tom’s** textbook is over there.]

ka re no e n pi tsu wa ko re de su.
かれ の えんぴつ は これ です。

[**His pencil** is this (thing near me).]



You can string as many nouns together with の as you like to create one long noun phrase.

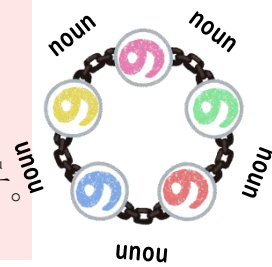
Too many uses of の in a row does sound silly though, just like repeated use of “s” in English.

ko re wa wa ta shi no se n se i no to ma da chi no ku ru ma de su.
これ は わたし の せんせい の ともだち の くるま です。

[This is **my teacher’s friend’s car**.]

ka re no to ma da chi no to ma da chi no to ma da chi wa sa mu sa n de su.
かれ の ともだち の ともだち の ともだち は サムさん です。

[**His friend’s friend’s friend** is Sam.]



The second use of の indicates belonging. Here, the word **after** の is part of, or fits within, the **prior noun/category**, but is not literally owned by it. This の is often used where we would use an adjective in English (e.g., オーストラリアのえいが are **Australian** movies).

mak ko o ri i wa shi do ni i no da i ga ku de su.
マッコーリー は シドニー の だいがく です。

[Macquarie is a **university in Sydney** (not Sydney’s university).]

a re wa ni ho n go no kyo u ka sho de su.
あれ は にほんご の きょうかしょ です。

[That is a **Japanese textbook** (not the Japanese language’s textbook.)]

wa ta shi no kyo u shi tsu wa a so ko no kyo u shi tsu de su.
わたし の きょうしつ は あそこ の きょうしつ です。

[My classroom is the **classroom over there** (not over there’s classroom).]



Note how the words にほんじん にほんご& にほんの can all translate as “Japanese”

Finally, の is also used when listing a phone number. Use の wherever you would normally write a dash [-] or pause (when speaking) in English.

wa ta shi no de n wa ba n go u wa i chi i chi ro ku no ni sa n go de su.
わたし の でんわばんごう は いち いち ろく の に さん ご です。

[**My** phone number is 116-235.]



Grammar point 2.3: Asking yes/no questions

Compared to English, asking questions in Japanese is quite easy. For yes/no questions, we simply attach the particle ^{ka}か to the end of any sentence:

s o re wa e n pi tsu de su
それは えんぴつ です。

[That (thing near you) is a pencil.]

s o re wa e n pi tsu de su ka
それは えんぴつ ですか。

[Is that (thing near you) a pencil?]



Unlike English, sentence order therefore **does not change** when you make a question. Question marks are also **not** used, there is no “is/am/are” difference, and the **topic** of the question can either be *who* are you asking about **or** *who* you are speaking to.

se n se i de su ka
せんせい ですか。

[Are you a teacher?]

or

ma i ku sa n wa se n se i de su ka
マイクさん は せんせい ですか。

[Mike, are you a teacher?/Is Mike a teacher?]

ni ho n ji n de su ka
にほんじん ですか。

[Are you Japanese?]

or

su mi sa n wa ni ho n ji n de su ka
すみさん は にほんじん ですか。

[Sumi, are you Japanese?/Is Sumi Japanese?]

ha ta chi de su ka
はたち ですか。

[Are you 20?]

or

se n se i wa ha ta chi de su ka
せんせい は はたち ですか。

[Teacher, are you 20?/Is the/your teacher 20?]



To answer a question positively, simply use the Japanese word for “yes”: はい. It is then polite to repeat the question as a statement (e.g., “Is it a pen?” “Yes, it is a pen.”) or use the phrase ^{so u de su}そうです (“that’s so”). You do not need to repeat the sentence topic.

s o re wa e n pi tsu de su ka
それは えんぴつ ですか。

[Is that (near you) a pencil?]

ha i (ko re wa e n pi tsu de su)
はい、(これ は) えんぴつ です。

[Yes, this (near me) is a pencil.]

or ha i so u de su
はい、そうです。

[Yes, that is so.]

ko no e i ga wa a me ri ka no e i ga de su ka
この えいが は アメリカ の えいが ですか。

[Is this movie (near me) an American movie?]

ha i (so no e i ga wa a me ri ka no e i ga de su)
はい、(そのえいがは) アメリカ の えいが です。

[Yes, it (that movie near you) is an American movie.]

or ha i so u de su
はい、そうです。

[Yes, that's so.]




To answer in the negative, you can (1) say “no” (いいえ) and then correct the speaker (i.e., “no, it **is** a [noun]”), or (2) say “no” and then **negate** the noun (i.e., “no, it is **NOT** a [noun]”). We will learn the first method this week, and the second method in [Week 3](#).

s o re wa e n pi tsu de su ka
 それ は えんぴつ ですか。
 [Is that (near you) a pencil?]

i i e, (ko re wa) pe n de su
 いいえ、(これ は) ペン です。
 [No, it (this thing near me) **is** a pen.]

su mi ma se n, ma i ku sa n de su ka
 すみません、マイクさん ですか。
 [“Excuse me, **are** you Mike?”]

i i e, to mu de su ma i ku sa n wa a so ko de su
 いいえ、トム です。マイクさん は あそこ です。
 [“No, I **am** Tom. Mike **is** over there.”]




Grammar point 2.4: Asking opened-ended questions

Open-ended questions require a question word. This week we will learn two: ^{na n}なん and ^{do ko}どこ. なん means “what” and どこ means “where”. In the [X]は[Y]ですか form, these question words **only** replace [Y]. Question words are **never used before** は in Japanese.

First, let’s look at some examples using [X]はなんですか to ask “what is/are X”. Again, note how you usually do not repeat the topic when answering a question.

ko no ho n wa na n de su ka 「このほん は なんですか。」 [“What is this book (near me)?”]	so re wa kyo u ka sho de su 「(それ は) きょうかしょ です。」 “(That thing near you) is a textbook”]
o na ma e wa na n de su ka 「おなまえ は なんですか。」 [“What is your name?”]	ya ma da to mo ko de su 「やまだともこ です。」 “It’s Tomoko Yamada.”]
se n ko u wa na n de su ka 「せんこう は なんですか。」 [“What is/are your major(s)?”]	bu n ga ku de su 「ぶんがく です。」 “My major is literature”]


「 」 are the Japanese version of “ ”.



Perhaps most importantly, [X]はなんですか can be used to simply ask what something is.

so re wa na n de su ka
 「それ は なんですか。」
 [“What is that (thing near you)?”]

ko re wa ma gu ro de su
 「これ は 「まぐろ」 です。」
 “This (thing near me) **is** ‘maguro (tuna)’”]





なん can also be combined with the suffix ~さい to ask someone's age (なんさいですか) or with ~ねんせい to ask someone's year in school (なんねんせいですか).

「たなかさん は なんさい ですか。」

["Tanaka, how old are you?" or "How old is Tanaka?"]

「にじゅうさんさい です。」

["I am 23." or "They are 23."]

「なんねんせい ですか。」

["What year in school are you?"]

「(わたし は) いちねんせい です。」

["(I am) A first year."]



Our second question word is used to ask where things are via [X]はどこですか. Obviously, ここです・そこです・あそこです are common answers.

「すみません、えき は どこですか。」

["Excuse me, where is the station?"]

「(えき は) あそこ です。」

["It (the station) is over there."]

「わたしの ノート は どこですか。」

["Where are my notebooks?"]

「ここ です。」

["They are here."]



わたしの さいふ は どこ ですか。

Where is my wallet?

サラさんの さいふ は この さいふ ですか。

Is your wallet this wallet (near me), Sarah?



あ、そうです! その さいふ です。 ありがとうございます!

Yes, that's right! It is that wallet (near you). Thank you!

CULTURE NOTE ・ ぶんかのしょうかい

A Brief History of Writing in Japanese

As you learned in Week 1, the Japanese writing system makes use of multiple scripts, and each script has specific roles. But this situation is actually somewhat new. Japanese has been written many ways across its long history. The current norms for kanji, hiragana, katakana, and the Roman Alphabet were only finalized after the Second World War.



Chinese characters were first introduced to Japan sometime between 400-600 A.D. Initially, most people who could read or write did so in forms of classical Chinese. It took time for Japanese writers to start writing *in* Japanese, and even after Japanese writers developed ways of representing the Japanese language via kanji, their methods still contained aspects from classical Chinese literature. There was also no country-wide coordination or standardization. Multiple methods of writing Japanese through characters existed at the time, and none of them closely resembled spoken Japanese. To read any early Japanese text, you had to “decode” the writing into Japanese via systems of diacritics, markers, and other techniques.

Hiragana and katakana developed early in the Heian period, which ran from 794-1185. Both scripts arose independently through different groups using kanji as though they were phonetic letters. That is, using kanji for their sounds only, and ignoring their meanings. Hiragana came from the use of kanji “letters” in poetry, letters, and other forms of “creative” writing. The *Man'yōshū*, a book of collected poems compiled sometime in the late 700s, is a famous text that uses a lot of this style. Eventually, writers using this phonetic style, especially ladies of the court, produced a cursive style of writing kanji called so u sho そうしょ. This style gradually became more and more abstract until a set of phonetic letters developed. For instance, あ comes from gradual “cursive-ification” of the kanji 安.



Katakana, on the other hand, was developed by monks and priests. The sutras these priests read from were written all in kanji, and often quite difficult ones. While these kanji were mostly used only to express sound, the texts were holy and therefore the writing in them could not be changed. To assist with reading, the monks first tried writing simpler kanji with the same pronunciation above difficult kanji. But there wasn't enough space to write the kanji legibly. So the monks just started using “pieces” of kanji. For instance, 宇 was simplified to ウ. Over time, a full set of kanji pieces was created, resulting in katakana.

In short, for a long time multiple ways of writing Japanese existed. There were kanji-only styles, kanji and hiragana styles, kanji and katakana styles, and even hiragana/katakana only styles. There were also redundant or “extra” hiragana and katakana for many sounds! Writing reforms began in the 1800s, but the Japanese we use today was actually not finalized until after 1945. In fact, minor changes are still happening. While Japanese writing is certainly complex, it has therefore actually gone through much debate and reform to reach its current – and arguably most accessible – form.



WEEK 2 WORKBOOK ・ ワークブック 2

Exercise 2.1

Practice writing this week's hiragana. Be sure to pay attention to shape and balance.

1. はーほ

は	は	は								ひ	ひ	ひ							
ふ	ふ	ふ								へ	へ	へ							
ほ	ほ	ほ								はひふへほ									

2. まーも

ま	ま	ま								み	み	み							
む	む	む								め	め	め							
も	も	も								まみむめも									

3. やーよ、+ わ・を・ん

や	や	や								ゆ	ゆ	ゆ							
よ	よ	よ								わ	わ	わ							
を	を	を								ん	ん	ん							

4. らーろ

ら	ら	ら								り	り	り							
る	る	る								れ	れ	れ							
ろ	ろ	ろ								らりるれろ									

Exercise 2.2

Try writing the following words in hiragana (you may need small つ, や, ゆ, and よ).

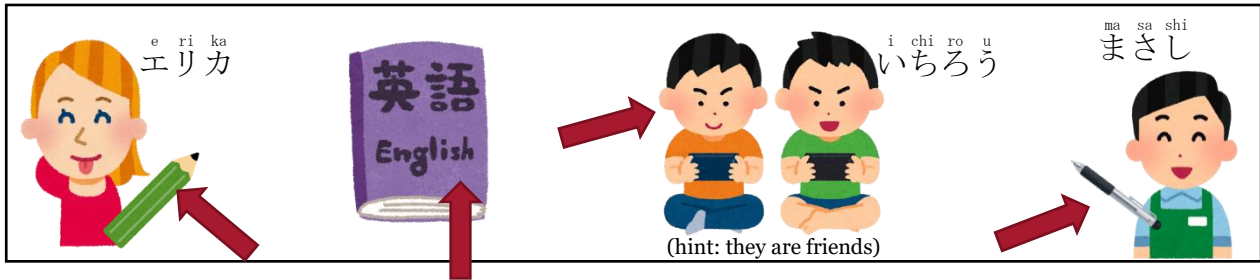
1. *kaisha* _____ 2. *hassai* _____

3. *ryokou* _____ 4. *taiwan* _____

5. *shusseki* _____ 6. *ryuukyuu* _____

Exercise 2.3

Using Romanization or hiragana, describe what each arrow is pointing at (use の).



1. _____
2. _____
3. _____
4. _____

Exercise 2.4

Using Romanization (not English) or hiragana, answer each question (about yourself).

1. おなまえ は なんですか。
o na ma e wa na n de su ka

2. なんさい ですか。
na n sa i de su ka

3. せんこう は なんですか。
se n ko u wa na n de su ka

4. あなた の だいがく は どこ ですか。
a na ta no da i ga ku wa do ko de su ka

5. かんこくじん ですか。
ka n ko ku ji n de su ka

6. でんわばんごう は なんですか。 (Please lie, but lie in Japanese.)
de n wa ba n go u wa na n de su ka

Exercise 2.5

For each question set, fill in the blanks to complete the conversations. Use the picture to figure out which word from the listed options is correct given who is speaking.



Question 1: Use *koko*, *soko*, or *asoko*



- a. “Kana-san, _____ wa ginkou desuka?” “Iie, _____ wa kissaten desu.”
- b. “Kana-san, eigakan wa _____ desuka?” “Hai, _____ desu.”
- c. “Kana-san, ginkou wa _____ desuka?” “Hai, _____ desu.”



Question 2: Use *kore*, *sore*, or *are*.



- a. “Makoto-san, _____ wa nan desuka?” “_____ wa kissaten desu.”
- b. “Makoto-san, eigakan wa _____ desuka?” “Hai, _____ desu.”
- c. “Makoto-san, _____ wa eigakan desuka?” “Iie, _____ wa ginkou desu.”



Question 3: Use *koko*, *soko*, *asoko*, or *doko*.



- a. “Emi-san wa _____ desuka?” “_____ desu.”
- b. “Emi-san, ginkou wa _____ desuka?” “Hai, _____ desu.”
- c. “Emi-san, kissaten wa _____ desuka?” “Hai, _____ desu yo.”



Question 4: Use *koko*, *soko*, *asoko*, or *doko*.



- a. “Emi-san, ginkou wa _____ desuka?” “Iie, ginkou wa _____ desu.”
- b. “Emi-san, kissaten wa _____ desuka?” “Kissaten wa _____ desu.”
- c. “Emi-san, eigakan wa _____ desuka?” “Hai, _____ desu.”



Exercise 2.6

Write original sentences following the prompts, and then translate them into English.

1. Use *これ*, *それ*, or *あれ*

Translation:

2. Use *この*, *その*, or *あの*

Translation:

3. Use *ここ*, *そこ*, or *あそこ*

Translation

4. Use *の* to show possession

Translation

5. Use *の* to show belonging

Translation

6. Use *の* twice in one sentence, one showing possession and one showing belonging

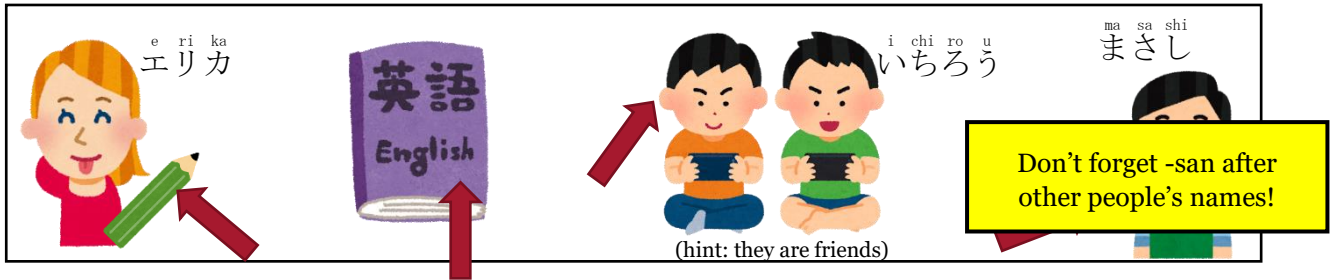
Translation

7. Write a question using *なんですか*, and an answer.

Translation

**Exercise 2.3**

Using Romanization or hiragana, describe what each arrow is pointing at (use の).



1. erika-san no enpitsu desu / エリカさんのえんぴつです。
2. eigo no hon desu / えいごのほんです。
3. ichirou-san no tomodachi desu / いちろうさんのともだちです。
4. masashi san no pen desu / まさしさんのペン(ペン)です。

Exercise 2.4

Using Romanization (not English) or hiragana, answer

1. おなまえ は なんですか。

These are just models. Many of your answers should differ.

(namae wa) jeshika desu. / (なまえは)ジェシカです。

2. なんさい ですか。

juukyuusai desu. / じゅうきゅうさいです。

3. せんこう は なんですか。

senkou wa nihongo desu. / せんこうはにほんごです。

4. あなた の だいがく は どこ ですか。

oosutoraria or shidonii desu. / オーストラリアです。

5. かんこくじん ですか。

hai, soudesu or iie, [country]jin desu. / はい、そうです。

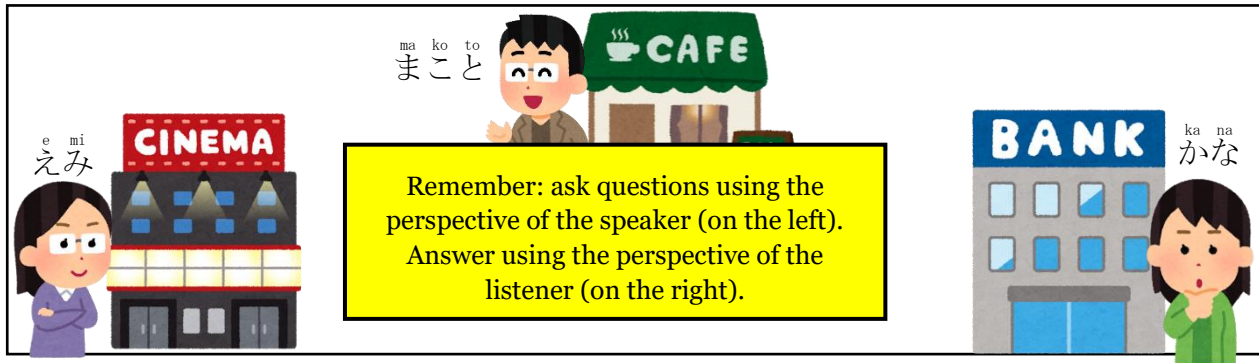
6. でんわばんごう は なんですか。 (Feel free to lie, but do so in Japanese.)

go roku ichi ni no san san yon kyuu desu.



Exercise 2.5

For each set of questions, fill in the blanks with the most appropriate word from the given options. Use the picture to decide on the best option.



Question 1: Use *koko*, *soko*, or *asoko*



- a. “Kana-san, asoko wa ginkou desuka?” “Iie, asoko wa kissaten desu.”
- b. “Kana-san, eigakan wa koko desuka?” “Hai, soko desu.”
- c. “Kana-san, ginkou wa soko desuka?” “Hai, koko desu.”



Question 2: Use *kore*, *sore*, or *are*.



- a. “Makoto-san, sore wa nan desuka?” “kore wa kissaten desu.”
- b. “Makoto-san, eigakan wa are desuka?” “Hai, are desu.”
- c. “Makoto-san, kore wa eigakan desuka?” “Iie, sore wa ginkou desu.”



Question 3: Use *koko*, *soko*, *asoko*, or *doko*.



- a. “Emi-san wa doko desuka?” “koko desu.”
- b. “Emi-san, ginkou wa asoko desuka?” “Hai, asoko desu.”
- c. “Emi-san, kissaten wa koko desuka?” “Hai, soko desu yo.”



Question 4: Use *koko*, *soko*, *asoko*, or *doko*.



The answer is “no” so the question can’t be ここ

- a. “Emi-san, ginkou wa soko or asoko desuka?” “Iie, ginkou wa soko desu.”
- b. “Emi-san, kissaten wa doko desuka?” “Kissaten wa asoko desu.”
- c. “Emi-san, eigakan wa soko desuka?” “Hai, koko desu.”

The bank is “koko” for Kana, but “soko” for Emi.





Confirm your sentences by checking with classmates and/or reviewing class content. Do not just copy the models.

Exercise 2.6

Write original sentences following the prompts, and then tra

1. Use **これ, それ, or あれ**

Kore wa watashi no hon desu.

Translation:

Remember, **これ・それ・あれ** need a particle or **です** after them.

If you wrote “kore [noun]” that’s wrong.

2. Use **この, その, or あの**

Ano daigaku wa makkoorii daigaku desu ka.

Translation:

Remember, **この・その・あの** need to be followed by a noun.

If you wrote “kono wa” or “kono desu”, that’s wrong.

3. Use **ここ, そこ, or あそこ**

Koko wa oosutoraria desu. Asoko wa nihon desu.

Translation

ここ・そこ・あそこ refer to locations

4. Use **の** to show possession

Sensei no kuruma wa kore desu yo.

Translation

Similar to English’s ‘s

5. Use **の** to show belonging

Makkoorii daigaku wa shidonii no daigaku desu.

Translation

Your English translation will likely use an adjective (e.g., an **American** movie)

6. Use **の** twice in one sentence, one showing possession and one showing belonging

Watashi no eiga wa nihon no eiga desu.

Translation

の can appear twice on the same side of **は**, as in **わたしのにほんのほんです**

7. Write a question using **なんですか**, and an answer.

Sore wa nan desu ka. Kore wa enpitsu desu.

Translation

Make sure asker/answerer use the correct this/that here/there etc.

WEEK THREE · だいさんしゅう

AN INTRODUCTION TO JAPANESE WRITING: HIRAGANA 3/3

This is our last hiragana lesson! Starting this week, Romanization will not appear above hiragana, and hiragana will appear above katakana. Unnatural spaces between words will disappear too. This is a major step towards reading and writing natural Japanese!

Last week: ko no ho n wa i gi ri su no ho n de su
このほんはイギリスのほんです。

This week: い ぎ り す
このほんはイギリスのほんです。



We have one last aspect of hiragana to learn though: **diacritics**. Japanese diacritics consist of two small marks (゚ and ゜) placed at the top right of hiragana. Each indicates a change in the hiragana’s sound. The chart below shows all earlier hiragana *and* the new sounds made with diacritics. As always, irregular pronunciations are highlighted.

		k	s	t	n	h	m	y	r	wa
a	あ	か	さ	た	な	は	ま	や	ら	わ
i	い	き	し	ち	に	ひ	み		り	wo
u	う	く	す	つ	ぬ	ふ	む	ゆ	る	を
e	え	け	せ	て	ね	へ	め		れ	n
o	お	こ	そ	と	の	ほ	も	よ	ろ	ん
		g	z	d		b	p			
a		が	ざ	だ		ば	ぱ			
i		ぎ	じ	ぢ		び	ぴ			
u		ぐ	ず	づ		ぶ	ぷ			
e		げ	ぜ	で		べ	ぺ			
o		ご	ぞ	ど		ぼ	ぽ			



As you can see, we are not actually learning any new *kana*. We are just adding small marks to 20 hiragana we already know to create 25 new sounds. Easy! Hiragana that are not shown with diacritics in the table cannot have ゚ or ゜ added to them.

When ゚ is added to any of the “k” hiragana, they change to a “g” sound. When writing が, note that both lines in ゚ are shorter than the floating mark on the right of か.

<i>ga</i>	<i>gi</i>	<i>gu</i>	<i>ge</i>	<i>go</i>
が	ぎ	ぐ	げ	ご
がゝ	ぎゝ	ぐゝ	げゝ	ごゝ

ぎ can combine with や, ゆ, or よ just like き.

<i>gya</i>	<i>gyu</i>	<i>gyo</i>
ぎゃ	ぎゅ	ぎょ
ぎゃゝ	ぎゅゝ	ぎょゝ

Try reading/pronouncing these five words:

がくせい	student	<i>gakusei</i>
ぎゃく	reverse	<i>gyaku</i>
ぐらい	about	<i>gurai</i>
げこ	a non-drinker	<i>geko</i>
ごま	sesame	<i>goma</i>



When ˘ is added to most of the “s” sound hiragana, they change to a “z” sound. The one exception is *shi*, which changes to *ji*.

<i>za</i>	<i>ji</i>	<i>zu</i>	<i>ze</i>	<i>zo</i>
ざ	じ	ず	ぜ	ぞ
ざ	じ	ず	ぜ	ぞ

When じ combines with や, ゆ, or よ it creates the sounds *ja*, *ju*, and *jo*.

<i>ja</i>	<i>ju</i>	<i>jo</i>
じゃ	じゅ	じょ
じゃ	じゅ	じょ

Try reading/pronouncing the words below:

ざいりょう	ingredients	<i>zairyou</i>
じゅっさい	ten years old	<i>jussai</i>
ずつう	headache	<i>zutsuu</i>
ぜんじつ	the other day	<i>zenjitsu</i>
ぞう	elephant	<i>zou</i>



When ˘ is added to most “t” hiragana, they change to a “d” sound. However, ち becomes *ji* (ぢ), and つ becomes (*d*)*zu* (づ). While ぢ and づ therefore sound just like じ and ず, the vast majority Japanese words use じ・ず for these sounds. There are no exceptions this semester, but words like はなぢ (nosebleed) or つづきます (to continue) do exist.

<i>da</i>	<i>(d)ji</i>	<i>(d)zu</i>	<i>de</i>	<i>do</i>
だ	ぢ	づ	で	ど
だ	ぢ	づ	で	ど

Try reading/pronouncing the three examples below:

だいがく	university	<i>daigaku</i>	
でぐち	an exit	<i>deguchi</i>	
どこですか	where?	<i>dokodesuka</i>	


Our last use of ˘ is with the “h” sound hiragana. Here, ˘ creates a “b” sound.

<i>ba</i>	<i>bi</i>	<i>bu</i>	<i>be</i>	<i>bo</i>
ば	び	ぶ	べ	ぼ
ば	び	ぶ	べ	ぼ

When び combines with や, ゆ, or よ it creates the sounds *bya*, *byu*, and *byo*.

<i>bya</i>	<i>byu</i>	<i>byo</i>
びや	びゆ	びよ
びゃ	びゅ	びょ

Try reading/pronouncing the words below:

ばしょ	place	<i>basho</i>	
びょうき	disease	<i>byouki</i>	
ぶた	pig	<i>buta</i>	
べんり	convenient	<i>benri</i>	
ぼうし	hat	<i>boushi</i>	

Finally, the small circle ° is used **only** with “h” sounds, and changes them to “p” sounds.

<i>pa</i>	<i>pi</i>	<i>pu</i>	<i>pe</i>	<i>po</i>
ぱ	ぴ	ぷ	ぺ	ぽ
ぱ	ぴ	ぷ	ぺ	ぽ



When ひ combines with や, ゆ, or よ it creates the sounds *pya*, *pyu*, and *pyo*.

<i>pya</i>	<i>pyu</i>	<i>pyo</i>
ひゃ	ひゅ	ひょ
ひゃ	ひゅ	ひょ

Try reading/pronouncing our last five words:


ぱちんこ	pachinko (gambling game)	<i>pachinko</i>
ぴかちゅう	pikachu	<i>pikachu</i>
はっぴょう	presentation	<i>happyou</i>
ぺきん	Peking	<i>pekin</i>
ぽいすて	littering	<i>poisute</i>



Congratulations! You've learned everything you need to know about hiragana! Be sure to keep up your practice, as you can't learn Japanese without strong hiragana skills.



AN INTRODUCTION TO JAPANESE WRITING: KATAKANA 1/3

The katakana script is mainly used to write *gairaigo* – words borrowed from languages other than Chinese. Since many *gairaigo* are from English, learning katakana will immediately increase your Japanese vocabulary and reading ability by thousands of words. For every hiragana, there is an equivalent katakana. This week, we will learn 15 katakana. Since [゛] and [゜] are also used with katakana, this actually lets us read and write 25 total sounds. Note that katakana are more angular than hiragana. Katakana should look sharp. 

		k	s	t	n	h	m	y	r	wa
a	ア	カ	サ	タ	ナ	ハ	マ	ヤ	ラ	ワ
i	イ	キ	シ	チ	ニ	ヒ	ミ		リ	wo
u	ウ	ク	ス	ツ	ヌ	フ	ム	ユ	ル	ヲ
e	エ	ケ	セ	テ	ネ	ヘ	メ		レ	n
o	オ	コ	ソ	ト	ノ	ホ	モ	ヨ	ロ	ン

The five vowels: a, i, u, e, and o.

Our first 5 katakana are, of course, a, i, u, e, and o.

a	i	u	e	o
ア	イ	ウ	エ	オ
ア	イ	ウ	エ	オ

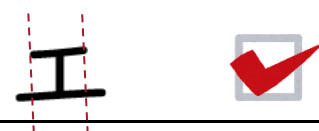
Printed style

Handwritten style

The two lines in ア can touch or have a (very) small gap.



The top line of エ is shorter than the bottom line.



The “k/g” sounds: *ka, ki, ku, ke, and ko.*

Because there are very few words that can be written with just the first 5 katakana, let’s move on to the “k” list and the “g” versions made with ん .

<i>ka</i>	<i>ki</i>	<i>ku</i>	<i>ke</i>	<i>ko</i>
カ	キ	ク	ケ	コ
カ	キ	ク	ケ	コ
<i>ga</i>	<i>gi</i>	<i>gu</i>	<i>ge</i>	<i>go</i>
ガ	ギ	グ	ゲ	ゴ
ガ	ギ	グ	ゲ	ゴ

When writing in katakana, *all* extended vowel sounds are written as ー (e.g., カー = *kaa*, but ギー = *gii*). Try reading a few words written in katakana which include ー.

カー	<i>kaa</i>	car
コーギー	<i>kougii</i>	corgi
ウオーク	<i>uouku</i>	a walk
ケーキ	<i>keiki</i>	cake



The “s/z” sounds: sa, shi, su, se, and so.

Our last five katakana this week are *sa, shi, su, se, and so*, and their counterparts *za, ji, zu, ze, and zo*. Note that *゛* still changes *shi* to *ji*.

<i>sa</i>	<i>shi</i>	<i>su</i>	<i>se</i>	<i>so</i>
サ	シ	ス	セ	ソ
サ	シ	ス	セ	ソ
<i>za</i>	<i>ji</i>	<i>zu</i>	<i>ze</i>	<i>zo</i>
ザ	ジ	ズ	ゼ	ゾ
ザ	ジ	ズ	ゼ	ゾ

Once again, see if you can read and translate the words below. Cover up the answers with your hand while you try!

サイズ	<i>saizu</i>	size
シーソー	<i>shiisoo</i>	seesaw
スキー	<i>sukii</i>	ski/skiing
ソース	<i>sousu</i>	sauce



SAMPLE DIALOGUES ・ かいわ

Dialogue 3.1: At the library/としょかんで


それはなんですか。ほんですか。

はい、そうです。これは^{サッカー}のほんです。

あした、わたしは^{サッカー}をおしえます。

はるきさんは^{うんどう}をしますか。



いいえ、^{うんどう}しません。

でも、^{ゲーム}をします。

そうですか。スポーツをぜんぜんしません。



ははは、いいえ、^{スポーツ}をしますよ。

^{Eスポーツ}をします。

^{Eスポーツ}は^{スポーツ}じゃないですよ。



^{Eスポーツ}は^{スポーツ}ですよ！



Dialogue 3.1: Translation



What is that near you? Is it a book?

Yes, that's right. This near me is a soccer book.

Tomorrow, I will teach soccer.

Haruki, do you exercise?



No, I don't exercise.

But I play video games.

Oh, you don't play sports at all.



Hahaha, no I do. I play E-sports.

E-sports aren't sports!



E-sports are sports!



Dialogue 3.2: In a classroom/きょうしつで



すみません。これはだれの^のノートですか。

それは^のノートではありません。
きょうかしよです。



そうですか。だれのきょうかしよですか。

たなかさんのきょうかしよです。



たなかさんはだれですか。
あのおんなのひとですか。

いいえ、あのおんなのひとはたかもとさんです。
たなかさんじゃないです。
たなかさんはあのおとこのひとです。



あ、そうですか。



Dialogue 3.2: Translation



Excuse me, whose notebook is this?

That isn't a notebook. It's a textbook.



Oh really? Whose textbook is it?

It's Tanaka's textbook.



Who is Tanaka? Is it that woman over there?

No, that woman over there is Takamoto.

It is not Tanaka.

Tanaka is that man over there.



Oh, is that so?



Dialogue 3.3: Do you eat meat?/にくをたべますか。



はるきさんは、にくをたべますか。

あまりたべません。

でも、さかなをよくたべます。



そうですか。おすしは？

はい、たべます。ときどきおすしをつくれますよ。

セーラさんはおすしをたべますか。



はい、ときどきたべます。

でも、ぜんぜんつくりません。



Dialogue 3.3: Translation



Haruki, do you eat meat?

I rarely eat meat. But I often eat fish.



Is that so? What about sushi?

Yes, I eat it. Sometimes I make sushi.

Sarah, do you eat sushi?



Yes, I sometimes eat it.

But I never make it.





VOCABULARY ・ ごい

General Nouns

おとこのひと	man
おんなのひと	woman
たばこ	tobacco, cigarettes
テレビ	TV
ひと	a person

Using おとこ or おんな without ひと is often rude.

Food & Drink

おさけ	(any) alcohol
おすし	sushi
おちゃ	tea
くだもの	fruit
さかな	fish
にく	meat
にほんしゆ	sake
みず	water
パン	bread
ビール	beer
やさい	vegetables
りんご	apple
ワイン	wine

In Japan(ese) fish is often not considered to be meat.

Verbs

おしえます	to teach
します	to do/to play
すいます	to breathe/smoke
たべます	to eat
つくります	to make/build/cook
のみます	to drink
みます	to see/watch/look

Compound Verbs

うんどうします	to exercise
うんてんします	to drive
べんきょうします	to study

Compound verbs are verbs made by fusing します (to do) to a noun. When you don't have another direct object (e.g., drive a car), you can separate the noun and verb via を, as in うんてんをします or べんきょうをします.

Time

あした	tomorrow
きょう	today

Phrases

そうですか	Is that so?
でも	But/However

でも can only be used to start a sentence.

Activities

ゲーム	(video) games
サッカー	soccer
スポーツ	sports
テニス	tennis
ラグビー	rugby
やきゅう	baseball



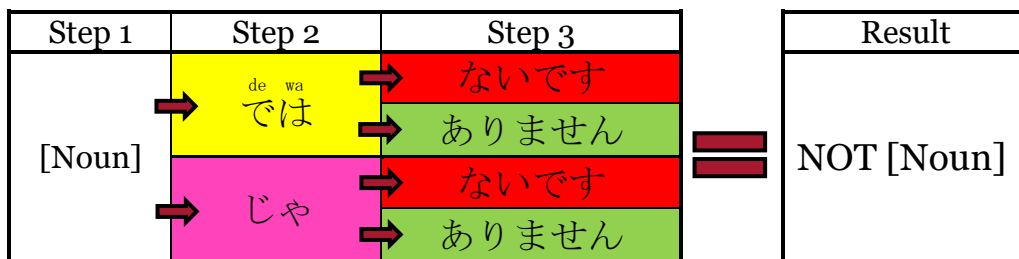
GRAMMAR ・ ぶんぽう

Grammar point 3.1: Negating nouns

Last week, we learned how to say “no” by correcting someone with a **positive** sentence (“no, it **is** X”). This week, we are going to learn how to answer questions in the **negative**.

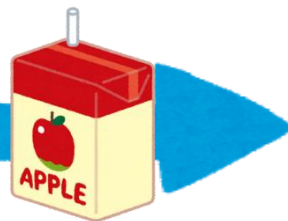
Negating Japanese nouns is fairly easy, but there are 4 different methods. All mean the same thing, so you can use any of them interchangeably, but you **do** need to learn them all.

To negate a Japanese noun, first attach **では** or **じゃ**. Then, add **ないです** or **ありません**. Note that **では** is pronounced **dewa** not **deha**.



For example, if I wanted to say “this is not alcohol, this is apple juice”, any of the four options below would be acceptable:

- これはおさけ**ではないです**。
- これはおさけ**ではありません**。
- これはおさけ**じゃ**ないです。
- これはおさけ**じゃ**ありません。



これはりんごジュースです。

Because we can now negate nouns, we have 3 options for answering “yes/no” questions in the negative: (1) Say “no” and provide a **positive** correction, (2) Say “no” and **negate** the noun, or (3) Say “no”, **negate** the noun, and then provide a **positive** correction.

「あれはみずですか。」
[“Is that (over there) water?”]



- いいえ、にほんしゅ**です**。
[No, it **is** sake.]
- いいえ、みず**じゃ**ありません。
[No, it **is not** water.]
- いいえ、みず**ではないです**。にほんしゅ**です**。
[No, it **is not** water. It **is** sake.]



Of course, negation can be used to make generic statements as well:



これはまいくマイクさんのえんぴつではありません。

[This thing **is not** Mike's pencil.]

ワインはにほんのおさけ**じゃ**ありません。

[Wine **is not** a Japanese alcohol.]

わたしのなまえはしんです。でも、にほんじん**じゃ**ないです。いぎりすイギリスじんです。

[My name is Shin. But, **I'm not** Japanese. I'm British.]

Grammar point 3.2: “Who”/“whose”

This week, we will learn our third question word: **だれ**. **だれ** means “who”. The phrase [X]はだれですか therefore means “who is/are/am X”.

せんせいは**だれ**ですか。

[**Who** is your/the teacher?]

あのおとこのひとは**だれ**ですか。

[**Who** is that man over there?]

わたしは**だれ**ですか。わたしはどこですか。わたしはなんですか。

[**Who** am I? Where am I? What am I?]



だれ can also be combined with **の**[noun]. In this construction, **だれの**[noun] becomes “whose [noun]”. Compare the sentences below:

このテレビはあみさん**の**テレビです。

[This TV is Ami's TV.]

⇒ そうですね。

[That's true, isn't it.]

このテレビはあみさん**の**テレビ**ですか**。

[**Is** this TV Ami's TV?]

⇒ はい、そうです。

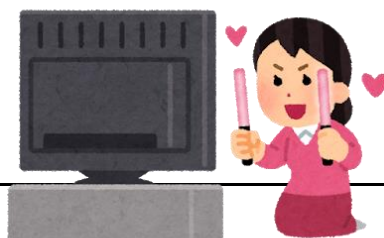
[Yes, it is.]

このテレビは**だれ**の**テレビ**ですか。

[**Whose** TV **is** this TV (near me)?]

⇒ その**テレビ**はあみさん**の****テレビ**です。

[That TV (near you) is Ami's TV.]



Grammar point 3.3: Verbs and the particle を

Our third grammar point this week is the use of Japanese **verbs** other than です (です is a special verb called a “**copular verb**”). Before we start though, let’s review one of our grammar vocabulary: the *direct object*. A *direct object* refers to what a verb *acts on*.

To find a direct object in a sentence, ask yourself what is [verbed] in the sentence. Let’s look at examples from English, where the direct object is highlighted:

1. I eat **the food**. (“eat” acts on *the food*, the food is eaten)
2. She’ll clean **her room** today. (“clean” acts on *her room*, her room is cleaned)
3. We played **the new game**. (“play” acts on *the new game*, the game is played)

Verbs don’t *require* direct objects though (and copular verbs like です **never** have one)!:

1. I didn’t eat. (we don’t know *what* is eaten, no direct object)
2. She will clean. (we don’t know *what* is cleaned, no direct object)
3. I go to school. (“go” does not affect “school”, no direct object)

In English, we put objects at the end of a sentence, using a *subject-verb-object* structure (e.g., I eat rice). In Japanese, the verb instead **always** appears *at the end* (like with です!).

However, while Japanese sentences usually use a *topic-object-verb* structure (e.g., “I rice eat”), they actually have somewhat flexible orders. So an *object を-topic は-verb* (e.g., “rice I eat = I eat rice”) structure is a bit odd, but possible! This is because Japanese ultimately uses **particles** rather than **word order** to tell us what words are doing in a sentence.

In Japanese, direct objects are always marked with the particle を. **To review**, を is read just like お, but it is never used for spelling words. A simple Japanese sentence using a non-copular verb therefore works like this, using particles to mark each noun’s role:

[Topic]	は	[Object]	を	[Verb]
は marks something as the topic		を marks something as the direct object		The verb is done to the direct object by the topic



Basic English Sentence Structure			Basic Japanese Sentence Structure		
Subject	Verb	Object	Topic/Subject	Object	Verb
The dog	licked	the baby.	The dogは	the babyを	licked.



Let's look at some basic Japanese sentences which this pattern. Before we do though, one last note: Japanese also does not explicitly mark **future tense** (e.g., "I *will*"). A verb can therefore either translate as a statement of fact ("I *verb*") or a future plan ("I *will verb*").

This first set of sentences have no direct objects, so they don't use the particle を.

わたしはうんてんします。

[I **drive** (= driving is a thing that I do).] or [I will drive.]

せんせいはおしえます。

[The teacher **teaches**.] or [The teacher **will teach**]. or [Teachers **teach** (= as a job).]

かれは、あしたべんきょうします。

[He will **study** tomorrow.]

Because there is no future tense or plural, all three translations are possible.

あした ("tomorrow") doesn't take を because it is not a direct object. "Tomorrow" is not *what* he will study.

Now let's look at sentences which use direct objects marked with を:

わたしはにくをたべます。

[I **eat meat**. or I will eat **meat**.]

まりさんはたばこをすいます。

[Mari **smokes tobacco**.] or [Mari **will smoke tobacco**.]

さとしさんはきょうえいごをべんきょうします。

[Satoshi **will study English** today.] or [Satoshi **studies English** today.]

きょう ("today") has no particle because it is not a direct object. "Today" is not *what* Satoshi will study.

Just like with the copular verb です, か can be added to the end of other verbs to turn them into questions.

おさけをのみます。

[You drink alcohol or You will drink alcohol]

おさけをのみますか。

[**Do** you drink alcohol?] or [**Will** you drink alcohol?]

The topic of both sentences is actually unclear. These translations assume that the sentences are both spoken to you.

あした、ちえさんはサッカー^{さっか}をします。

[Chie will play soccer tomorrow.]

In Japanese you "do" sports and games rather than "play" them.

あした、ちえさんはサッカーをしますか。

[**Will** Chie play soccer tomorrow?] or [Chie, **will you** play soccer tomorrow?]




To give a **positive** answer to a question using a verb, simply say はい and **repeat the same verb**. Don't switch to "I do" like in English. You can/should drop the direct object (and its particle!) in your answer when it is obvious from context.

We can drop 「にほんごを」



「にほんのえいがをみますか。」 「はい、(にほんのえいがを)みます。」
 ["Do you watch Japanese movies?" "Yes, I watch (Japanese movies)."]

「サラさんはにほんごをべんきょうしますか。」 「はい、(にほんごを)べんきょうします。」
 ["Does Sara study Japanese?"] or ["Sara, do you study Japanese?"] ["Yes, She/I studies (Japanese)."]



We can drop 「にほんのえいがを」

To answer in the negative, we need to negate the verb. Negating verbs is simple: change the final ~ます sound of any verb to ~ません.

Positive Form		Negative Form
 たべ ます のみ ます し ます つくり ます	ます changes to ません	 たべ ません のみ ません し ません つくり ません

~ません form verbs can be used to both answer questions and make statements.

きょう、さおりさんはうんどうし**ません**。
 [Today, Saori **won't exercise**.]

わたしはせんせいです。にほんごをおし**えます**。えいごをおし**ません**。
 [I am a teacher. I **teach** Japanese. I **don't teach** English.]


「にくをたべ**ますか**。」 → 「いいえ、(にくを)たべ**ません**。」
 ["Do you **eat** meat?" "No, I **don't (eat meat)**."]

わたしは**わいん**をのみ**ません**。でも、ビールをのみ**ます**。
 [I **don't (won't)** drink wine. But, I **(will) drink** beer.]

サムさんはあしたえいがをみ**ません**。
 [Sam **won't watch** a/the movie tomorrow.]

This sentence could mean:
 1. Sam has no plans to watch **a** movie tomorrow (general statement). *or*
 2. Sam won't watch **the** movie (that we are going to watch) with us tomorrow.

We can also use question words like “what” with を. The Japanese word for “what” is pronounced as なに rather than なん when used **before a particle**.

「あした、なにをしますか。」 [“ What will you do tomorrow?”]	「テニス ^{てにす} をします。」 “I will play tennis .”]	
「きょう、なにをたべますか。」 [“ What will you eat today?”]	「にく ^{にく} をたべます。」 “I will eat meat .”]	
「なにをのみますか。」 [“ What will you drink?”]	「にほんしゅ ^{にほんしゅ} をのみます。」 “I’ll drink sake .”]	
「きょう、なにをみますか。」 [“ Who will you watch today?”]	「にほんのえいが ^{にほんのえいが} をみます。」 “I’ll watch a Japanese movie .”]	

どこを and だれを are possible, but we don’t know verbs that work well with them yet (e.g., you don’t eat people or places).

Grammar point 3.4: Basic frequency adverbs

Our last grammar point this week involves five **adverbs**. Adverbs are words that modify **verbs** and **adjectives**. This week’s adverbs all indicate how often we do something.

In Japanese, adverbs **never** use particles! They also have somewhat flexible locations. You can usually put adverbs anywhere except for **between a word and its particle** or **after a verb**. But the best location is often **right before the verb** you want to stress/modify.

The picture below illustrates each location where the adverb よく (“often”) could be placed in a simple sentence. As you can see, changing the location has a minor effect on the sentence’s meaning. If this seems confusing, ignore it for now! If you put your adverbs **right before the verb** they modify you’ll almost always be okay.

よく cannot go here because it would split the object and particle.

わたしは にくを たべます。


If placed here, よく stresses “I”, as in “Often I eat meat”

よく cannot go after わたし because よく splits the topic and the particle.

Here よく stresses meat, or the entire act of eating meat. “I eat *meat* often”.

Here よく stresses the act of eating. “I often *eat* meat”.

Putting the adverb in front of the verb is the safest location.



You will not be tested on the slight differences in meaning detailed in this picture. It is only here because many students ask about this each year. Adverbs will be allowed anywhere on workbooks/tests as long as they are not grammatically wrong (e.g., in front of a particle).

The reason we are learning five adverbs as a grammar point rather than just as vocabulary is that this week's adverbs have some important grammatical restrictions.





Three of our frequency adverbs **require** a sentence to end in a **positive verb**.

Positive Endings	Every day	まいにち	わたしはまいにちやきゅうをします。 I play baseball every day .
	Often	よく	わたしはビールをよくのみます。 I often drink beer.
	Sometimes	ときどき	わたしはときどきにほんごをべんきょうします。 I sometimes study Japanese.

The adverbs あまり and ぜんぜん instead **require** a sentence to end in a *negative* verb form. This does **not** create a double negative (e.g., “rarely don’t”) in Japanese.

Negative	Rarely	あまり	わたしはたばこをあまりすいません。 I rarely smoke cigarettes.	The English translations require positive verbs, but the original Japanese always requires negative verbs.
	Never	ぜんぜん	わたしはぜんぜんうんどうしません。 I never exercise .	

We therefore need to be careful when using these adverbs, as English translations for あまり and ぜんぜん will use **positive** verbs despite the Japanese verbs being **negative**.

Positive Endings	おさけをのみますか。 [Do you drink alcohol?]		
		はい、まいにちおさけをのみます。 [Yes, I drink alcohol every day .]	
		はい、よくおさけをのみます。 [Yes I often drink alcohol.]	
はい、ときどき ^び ールをのみます。 [Yes, I sometimes drink beer.]			
Negative Endings		いいえ、おさけをあまりのみません。 [No, I rarely drink alcohol.]	
		いいえ、おさけをぜんぜんのみません。 [No, I never drink alcohol.]	



CULTURE NOTE ・ ぶんかのしょうかい

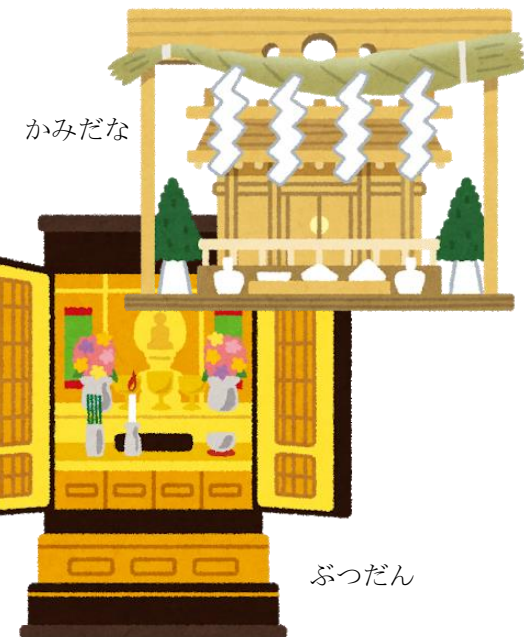
Japanese Homes

A traditional Japanese house is made up of a number of distinct areas, each with its own name. Obviously, many Japanese people now live in apartments or non-traditional houses. But don't be surprised if you see some traditional features in any Japanese home.

Most homes (including apartments) will have a げんかん, or entrance area for removing your shoes. Shoes are placed facing the door, so they are easy to put on when you leave, and sometimes you will see a ふみだい, or step, as well. Some houses will also have a small shoe closet here.



The floor area where you take off your shoes is known as the たたき or どま. Sometimes, a piece of wood on the step will separate the たたき from the main house. This is called the あがりかまち. Finally, a “real” floor is the ゆか.



Traditional-style rooms are called わしつ, while a living room is known as an いま. Traditionally, flooring is made from tatami mats, but wood and other materials are now quite popular.

An average living room will likely resemble yours, in that it will have sofas, televisions, coffee tables, ect. At least one room may have a special alcove though, called a とこのま. Here you can often see traditional wall hangings and a ぶつだん or かみだな. The former is a shrine to pray to Buddah or one's ancestors, the latter is a Shinto altar that hangs from above. It is not uncommon for a house to have both, although you probably won't find either in smaller apartments. Bedrooms will often then have an おしうれ, or closet with sliding doors, for futons, but frames and mattresses are common now in many homes.

Finally, a Japanese bathroom, or よくしつ, will likely consist of a wide tiled area with a tub. Before bathing, the bathtub, or よくそう, is filled. The tub is usually square, and takes up a corner of the room. Family members go in one by one in the evening. Each first takes a quick shower in the area outside the tub, usually while seated, hops in the bath to soak, and then takes another quick shower. One tub's worth of water is generally shared. Obviously smaller apartments will just have a standing shower instead!





WEEK 3 WORKBOOK ・ ワークブック 3

Exercise 3.1

Practice writing this week's katakana. Be sure to pay attention to shape and balance. Each hiragana should take up the same amount of space. Use the first three pictures to trace. In the last box, try free-writing all 5 characters in each set so they are the same size.

1. アーオ

ア	ア	ア										イ	イ	イ									
ウ	ウ	ウ										エ	エ	エ									
オ	オ	オ										アイウエオ											

2. カーコ

カ	カ	カ										キ	キ	キ									
ク	ク	ク										ケ	ケ	ケ									
コ	コ	コ										カキクケコ											

3. サーソ

サ	サ	サ										シ	シ	シ									
ス	ス	ス										セ	セ	セ									
ソ	ソ	ソ										サシスセソ											

Exercise 3.2

Change the sentences below from Romanized Japanese to hiragana, and then translate them into English. Pay particular attention to long vowels and *sutegana*.

1. *are wa kissaten dewa arimasen.*

Japanese: _____.

Translation: _____.

2. *ano nihonjin wa daigakusei janai desu.*

Japanese: _____.

Translation: _____.

3. *chihiro-san no sensei wa dare desu ka.*

Japanese: _____.

Translation: _____.

4. *ie, sono kaban wa watashi no kaban dewa nai desu.*

Japanese: _____.

Translation: _____.

5. *ano onna no hito wa tabako wo suimasuka.*

Japanese: _____.

Translation: _____.

6. *kare wa amari niku o tabemasen. demo, yoku sakana o tabemasu.*

Japanese: _____.

Translation: _____.

Exercise 3.3

Looking at the picture below, answer the questions that follow. Answer using Japanese written in hiragana.



1. あれはだれのみずですか。

2. あのじしょはだれのじしょですか。

3. あれはだれのりんごですか。

4. あれはだれのさいふですか。

Exercise 3.4

Answer the following questions about yourself using Japanese written in hiragana.

1. たばこをすいますか。

2. まいにちにくをたべますか。

3. にほんごをよくべんきょうしますか。

4. にほんのえいがをみますか。

5. あした、なにをしますか。

Exercise 3.5

Change the words below from either Romanized Japanese into katakana, or from katakana into Romanized Japanese. Then, try to figure out the meaning by pronouncing the word. Use a dictionary to confirm your answers, but try on your own first!

1. *koosu* : Katakana _____ English _____

2. *kaosu* : Katakana _____ English _____

3. *aisu* : Katakana _____ English _____

4. *uea* : Katakana _____ English _____

5. *gia* : Katakana _____ English _____

6. エア : Romanization _____ English _____

7. エーアイ : Romanization _____ English _____

8. クイズ : Romanization _____ English _____

9. ゲージ : Romanization _____ English _____

10. コア : Romanization _____ English _____

Exercise 3.6

Write original sentences following the prompts, and then translate them into English.

1. End the sentence with a noun in the negative form.

Translation:

2. Ask a yes/no question ending in *ですか*, and then answer it in the negative.

Translation:

3. Ask and answer a question using *だれ*

Translation

4. Ask and answer a question using *だれの*

Translation

5. Write a **positive** sentence using a verb and **no** direct object.

Translation

6. Write a **negative** sentence using a verb **and** a direct object.

Translation

7. List something you often do and something you rarely do.

Translation

3. *chihiro-san no sensei wa dare desu ka.*

Japanese: ちひろさんのせんせいはだれですか。

Translation: Who is Chihiro's teacher?/Chihiro, who is your teacher?

4. *ie, sono kaban wa watashi no kaban dewa nai desu.*

Japanese: いいえ、そのかばんはわたしかばんではないです。

Translation: No, that bag (near you) is not my bag.

5. *ano onna no hito wa tabako wo suimasuka.*

Japanese: あのおんなのひとはたばこをすいますか。

Translation: Does that woman (over there) smoke?

6. *kare wa amari niku o tabemasen. demo, yoku sakana o tabemasu.*

Japanese: かれはあまりにくをたべません。でも、よくさかなをたべます。

Translation: He doesn't eat much meat. But he often eats fish.

Exercise 3.3

Looking at the picture below, answer the questions that follow. Answer using Japanese written in hiragana.



1. あれはだれのみずですか。

(あれは) のりこさんのみずです。

2. あのじしよはだれのじしよですか。

(あのじしよは) あきはらさんのじしよです。

3. あれはだれのりんごですか。

(あれは) さとしさんのりんごです。

4. あれはだれのさいふですか。

(あれは) ゆりかさんのさいふです。

Make sure to place ~さん after
people's names!



This is a model.
Your answer(s) may differ.
Check with another classmate!

Exercise 3.4

Answer the following questions about yourself using Japanese words.

1. たばこをすいますか。

いいえ、ぜんぜんすいません

2. まいにちにくをたべますか。

はい、まいにち(にくを)たべます。

3. にほんごをよくべんきょうしますか。

まいにちべんきょうします。

Remember: if you use あまり or ぜんぜん, the sentence has to end in the negative form.

4. にほんのえいがをみますか。

はい、ときどきみます。

5. あした、なにをしますか。

あした、サッカーをします。

Exercise 3.5

Change the words below from either Romanized Japanese into katakana, or from katakana into Romanized Japanese. Then, try to figure out the meaning by pronouncing the word. Use a dictionary to confirm your answers, but try on your own first!

1. *koosu* : Katakana コース English Course

2. *kaosu* : Katakana カオス English Chaos

3. *aisu* : Katakana アイス English Ice cream

4. *uea* : Katakana ウェア English Clothing

5. *gia* : Katakana ギア English Gear

6. エア : Romanization ea English Air

7. エーアイ : Romanization eeai or eiai English A. I. (Artificial Intelligence)

8. クイズ : Romanization kuizu English Quiz

9. ゲージ : Romanization geeji or geiji English Gauge

10. コア : Romanization koa English Core or Stomach (muscles)



Exercise 3.6

Write original sentences following the prompts, and then translate them.

Confirm your sentences by checking with classmates and/or reviewing class content.

1. End the sentence with a noun in the negative form.

わたしはにほんじんじゃありません。

Translation:

2. Ask a yes/no question ending in **ですか**, and then answer it in the negative.

あなたはせんせいですか。いいえ、せんせいではありません。

Translation:

じゃ・では +
ないです・ありません

3. Ask and answer a question using **だれ**

あのかんこくじんは、だれですか。パーク(ぱーく)さんです。

Translation

だれ will come after は

4. Ask and answer a question using **だれの**

これはだれのコーヒー(こーひー)ですか。わたしのコーヒーです。

Translation

Be sure a noun follows の

5. Write a **positive** sentence using a verb and **no** direct object.

わたしはべんきょうします。

Translation

There should be no を

6. Write a **negative** sentence using a verb **and** a direct object.

わたしはやきゅうをしません。

Translation

There must be an を

7. List something you often do and something you rarely do.

わたしはおさけをよくのみます。ワイン(わいん)をぜんぜんのみません。

Translation

Be sure to confirm the positive/negative rules for using adverbs!
Especially how あまり・ぜんぜん require you to use a negative verb!

WEEK FOUR ・ だいよんしゅう

AN INTRODUCTION TO JAPANESE WRITING: KATAKANA 2/3

This week we will learn the remaining katakana! You're almost literate in Japanese!

The “t/d” sounds: ta, chi, tsu, te, and to.

Our first katakana come from the “T/D” sounds. Like hiragana, チ and ツ are rarely used.

<i>ta</i>	<i>chi</i>	<i>tsu</i>	<i>te</i>	<i>to</i>
タ	チ	ツ	テ	ト
タ	チ	ツ	テ	ト
<i>da</i>	<i>(d)ji</i>	<i>(d)zu</i>	<i>de</i>	<i>do</i>
ダ	ヂ	ヅ	デ	ド
ダ	ヂ	ヅ	デ	ド

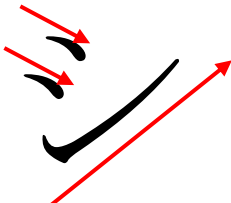
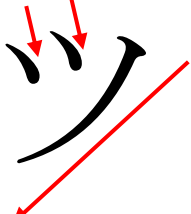
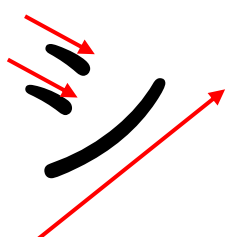
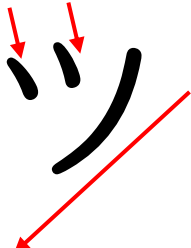
The katakana シ and ツ look alike. Be careful so you don't confuse them!

Shi is never small, and is written with two mostly-horizontal lines.



Tsu is written with two mostly-vertical lines, and also looks more like a smiley face; it is the one used in kaomoji like ˘_(\ツ)_ノ.




<i>shi</i>	<i>tsu</i>
	
	

The = lines are mostly horizontal. The bottom stroke goes from left to right.

The || lines are mostly vertical. The bottom stroke goes from right to left.

ツ replaces small っ in katakana, so a word like *kukkii* (cookie) is written as クッキー.

See if you can read the words below!

タコス	tacos		takosu
ツアー	tour		tsuaa
デッキ	deck		dekki
コッテージチーズ	cottage cheese		kotteeji chiizu


The “n” sounds: na, ni, nu, ne, and no.

Our next set of katakana is the “n” sounds. No difficult elements here!

<i>na</i>	<i>ni</i>	<i>nu</i>	<i>ne</i>	<i>no</i>
ナ	ニ	ヌ	ネ	ノ
ナ	ニ	ヌ	ネ	ノ

Can you read/understand the katakana words below?

ナゲット	chicken nugget	<i>nagetto</i>
ニーソックス	knee-high socks	<i>niisokkusu</i>
ヌガー	nougat	<i>nugaa</i>
ネット	(inter)net	<i>net</i>
ノート	notebook	<i>nooto</i>

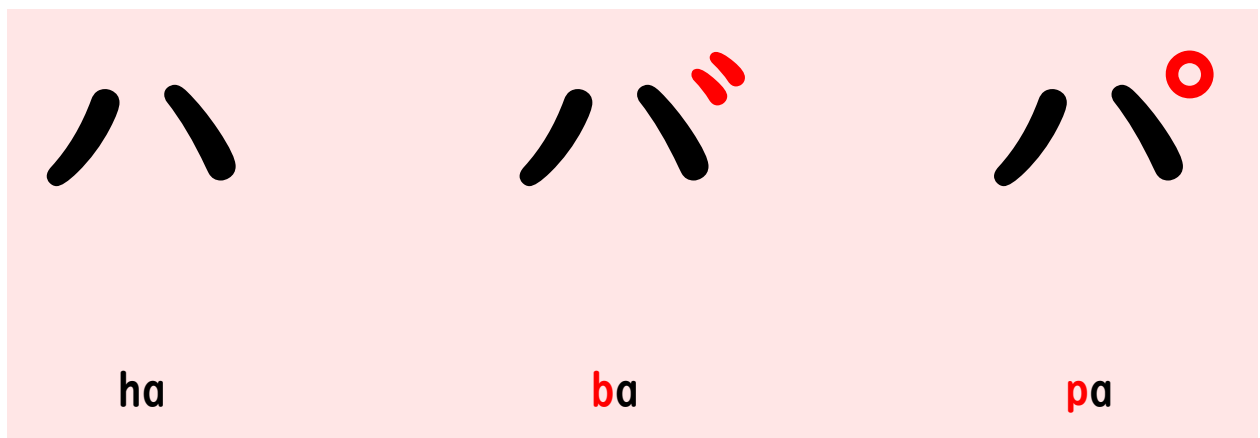


The “h/b/p” sounds: *ha*, *hi*, *fu*, *he*, and *ho*.

Because katakana isn't usually used for grammatical particles, ハ is mostly only read as *ha*.

<i>ha</i>	<i>hi</i>	<i>fu</i>	<i>he</i>	<i>ho</i>
ハ	ヒ	フ	ヘ	ホ
ハ	ヒ	フ	ヘ	ホ

Just like hiragana, “h” sounds become “b” when you add ◌^ㇰ, and “p” when you add ◌^ㇱ.



ハ バ パ

ha ba pa

<i>ba</i>	<i>bi</i>	<i>bu</i>	<i>be</i>	<i>bo</i>
バ	ビ	ブ	ベ	ボ
バ	ビ	ブ	ベ	ボ
<i>pa</i>	<i>pi</i>	<i>pu</i>	<i>pe</i>	<i>po</i>
パ	ピ	プ	ペ	ポ
パ	ピ	プ	ペ	ポ

Try reading and translating the katakana below:

ハッピー	happy	<i>happii</i>
ピーナッツ	peanuts	<i>piinattsu</i>
フードコート	food court	<i>fuudokooto</i>
ボイコット	boycott	<i>boikotto</i>
ベビーカー	pram (baby car)	<i>bebiikaa</i>
ホットドッグ	hot dog	<i>hottodoggu</i>



The “m” sounds: *ma, mi, mu, me, and mo.*

As with the hiragana, there’s no real tricks with the katakana “m” list!

<i>ma</i>	<i>mi</i>	<i>mu</i>	<i>me</i>	<i>mo</i>
マ	ミ	ム	メ	モ
マ	ミ	ム	メ	モ

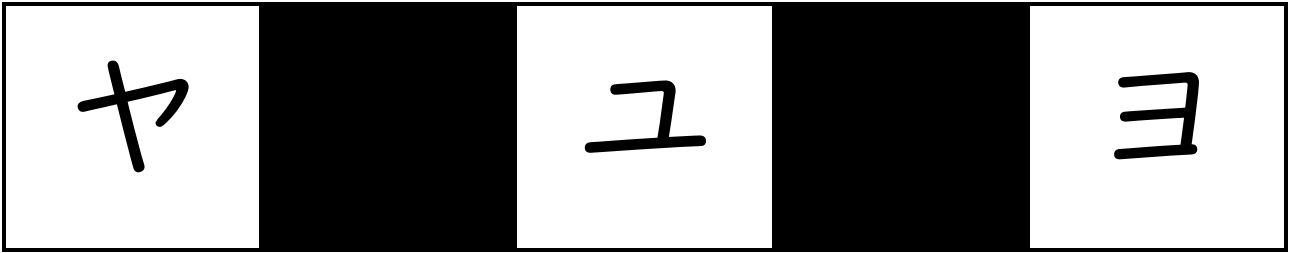
Try reading these “m” words:

マーケット	market		<i>maaketto</i>
ミニマム	minimum		<i>minimamu</i>
ムード	mood		<i>muudo</i>
メッセージ	message		<i>messeiji</i>
モーターホーム	caravan/motorhome		<i>mootaahoomu</i>


The “y” sounds: *ya, yu, and yo.*

Once again, the only “Y” sounds we learn and use are *ya, yu,* and *yo.* Katakana for *yi* and *ye* exist, but both they and the sounds *yi* and *ye* have mostly disappeared from Japanese.

<i>ya</i>		<i>yu</i>		<i>yo</i>
ヤ		ユ		ヨ



Let's try three quick readings using "Y" sounds:

ヤフー	Yahoo (website)		yafuu
ユニーク	unique		yuniiku
ヨガ	yoga		yoga

Like their hiragana counterparts, these three katakana can be shrunk down (ヤ・ユ・ヨ) to create glides. Let's try few readings using these small ヤユヨ for glides.

チョーク	chalk	chooku
キャスト	cast (of a show)	kyasuto
ミュージック	music	myuujikku

The "r" sounds: ra, ri, ru, re, and ro.

For the "R" set, remember to **practice proper pronunciation**. Although the katakana and hiragana for *ri* look similar written (り vs り), they are distinct (リ vs り) when printed.

ra	ri	ru	re	ro
ラ	リ	ル	レ	ロ
ラ	リ	ル	レ	ロ

Let's read some "r" words.

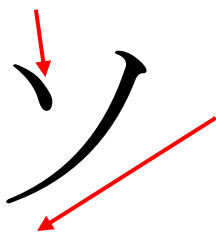
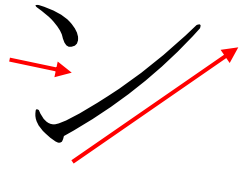
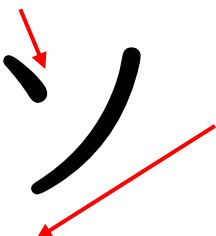
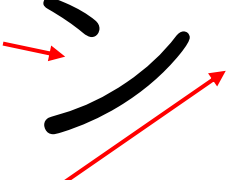
ラジオ	radio		rajio
レベルアップ	level up		reberu appu

The other sounds: wa, wo, and n

The last 3 katakana are *wa*, *wo*, and *n*. ヲ is rare since katakana isn't used for grammar.

<i>wa</i>		<i>(w)o</i>		<i>n</i>
ワ		ヲ		ン
ワ		ヲ		ン

The katakana ツ and ン look alike, so be careful!

	<i>so</i>	<i>n</i>
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		<div data-bbox="1289 1668 1568 1832" style="background-color: yellow; border: 1px solid black; padding: 5px;"> The — line is more vertical. The bottom stroke goes up less, and runs from left to right. </div>

SAMPLE DIALOGUES ・ かいわ

Dialogue 4.1: Lunchtime/ランチタイム


あ、ランチタイムですよ。
きょう、セーラさんはなにをたべますか。

きょう、わたしはカレーをたべますよ。



オーストラリアのカレーですか。
どうですか。おいしいですか。

インドカレーですよ。とてもおいしいです。
にほんのカレーは、インドのカレーじゃありませんね。



そうですね。
にほんのカレーは、たいていからくないですね。

でも、にほんのカレーもおいしいですね。



そうですね!



Dialogue 4.1: Translation



Ah, it's lunchtime!
Sarah, what will you eat today?

Today I will have curry.



Is it Australian curry?
How is it? Is it delicious?

It's Indian curry. It's very delicious.
Japan's curry isn't Indian curry, right?



That's right.
Japanese curry usually isn't spicy.

But Japanese curry is also delicious.



I agree!



Dialogue 4.2: Houses & Apartments /うちとアパート



たろうさんのあたらしいアパートはどれですか。

わたしのアパートですか。あれですよ。
あまりよくないです。ちょっとせまいです。
でも、わたしのへやはあかるいへやです。
みちこさんのうちはどれですか。



あれですよ。あのたかいうちです。

お、おおきいですね！いいうちですね。



そうですね。
でも、とてもふるいですよ。



Dialogue 4.2: Translation



Taro, which is your new apartment?

My apartment? It's that over there.
It's not very good. It's a little cramped.
But my room is a bright room.
Which house is yours, Michiko?



That one over there. That tall house over there.

Oh, it's really big isn't it! It's a nice house.



Yeah, I agree.
But it's really old.



VOCABULARY ・ ごい

General Nouns

あば と アパート	apartment
うち	house ←
いえ	house ←
いぬ	dog
いんど かれ (インド)カレー	(Indian) curry
かわ	river
たべもの	food(s)
とけい	clock
うでどけい	wristwatch
ねこ	cat
のみもの	drink(s)
ゆうびんきょく	post office
れすとらん レストラン	restaurant

No real difference between the two.

Note the irregular spelling.

Adverbs

いつも	always
たいてい	usually
ちょっと	a little
とても	very

い Adjectives

あかるい	bright
くらい	dark
あたらしい	new
ふるい	old ←
いい	good
わるい	bad
おいしい	delicious
からい	spicy
まずい	awful (taste)
おおきい	big
ちいさい	small
おもしろい	interesting, funny
つまらない	boring
かわいい	cute
たかい	expensive, tall
やすい	inexpensive, cheap
ひろい	wide, spacious
せまい	cramped
やさしい	kind, easy
むずかしい	difficult

Only objects can be ふるい. People are **never** ふるい!

やすい does not always have the negative feel that "cheap" can have in English.





GRAMMAR ・ ぶんぽう

Grammar point 4.1: い adjectives

Our first grammar point this week is how to use “い **adjectives**”. To review, **adjectives** are words that modify or describe nouns. The highlighted words below are all adjectives.

This is a **fast** car.
This car is **fast**.

That pizza is **delicious**.
That **delicious** pizza is **expensive**.

We have a **cute** cat.
Our **cute** cat is **small**.

Where is the **blue** book?
The **blue** book is on top of the **red** book.



In English, adjectives either come before nouns (e.g., a **fast** car) or after nouns (e.g., the car is **fast**). This is true in Japanese as well!

In both sentences below, “expensive” comes before “car”:

English: This (thing) is an **expensive** **car**.
Japanese: これは **たかい** **くるま** です。



In both sentences below, “expensive” comes after “car” instead. However, in Japanese “expensive” comes **before** the copular verb (です/is) rather than after.

English: This **car** is **expensive**.
Japanese: この **くるま**は **たかい** です。



Japanese is different from English in having two verb types though: い adjectives and な adjectives. This week, we will learn い adjectives. We will study な adjectives **next week**. い adjectives all end with the hiragana い, and either attach directly to a noun (creating a **noun phrase**) or to the copular verb です。 In other words, they can be used in two ways:

1. [い adjective]+[noun]

This creates a **noun phrase** that can be used anywhere we can use a noun:

おいしいりんごは...

わたしはおいしいりんごをたべます。

これはおいしいりんごです。

← Here, “**tasty apple**” is the **topic**.

← Here, “**tasty apple**” is the **object**.

← Here, “**tasty apple**” **describes the topic**.

2. [topic]は[い adjective]です。

This formula creates an entire sentence, where the い adjective describes the topic:

せんせいのりんごはおいしいです。

← Here, the apple(s) **is/are** “**tasty**”.



The い adjectives we learn this week are mostly pairs of opposites. You probably already saw them in **this week's vocabulary list**, but let's have another look:

あかるい	bright, cheerful	くらい	dark
あたらしい	new	ふるい	old
いい	good	わるい	bad
おいしい	delicious	まずい	awful, gross (taste)
おおきい	big	ちいさい	small
おもしろい	interesting, funny	つまらない	boring
たかい	expensive, tall	やすい	inexpensive
ひろい	wide, spacious	せまい	cramped
やさしい	kind, easy	むずかしい	difficult



Finally, we have two other useful adjectives that aren't part of obvious pairs:

かわいい	cute	からい	spicy
------	------	-----	-------

All of these い adjectives can be used with the grammar patterns we have learned so far to create sentences with more detail than what we've done up until now:

これは**むずかしい**きょうかしょです。

[This is a **difficult** textbook.]

あのレストランは**たかい**です。でも、**おいしい**です。

[That restaurant is **expensive**. But, it is **delicious**.]

きょう、わたしは**おもしろい**にほんのえいがをみます。

[Today, I will watch an **interesting** Japanese movie.]

わたしのせんせいは**あかるい**ひとです。たいてい**やさしい**です。

[My teacher is a **cheerful** person. She is usually **kind**.]

マイクさんの**あたらしい**アパートは、とても**せまい**です。

[Mike's **new** apartment is very **cramped**.]



Don't forget! Some English adjectives (like *Australian*) don't exist in Japanese, but are instead created by using a noun followed by の.

Of course, adjectives can be used in questions as well:

「あのきつさてんのおぢやはおいしいですか。」 「はい、とてもおいしいです。」
 ["Is that café's tea **delicious?**"] "Yes, it is very **delicious.**"]

「アメリカのえいがはおもしろいですか。」 「いいえ、つまらないです。」
 ["Are American movies **interesting?**"] "No, they are **boring.**"]

「せんせいのあたらしいいえはおおきいですか。」 「いいえ、ちいさいです。」
 ["Is the teacher's **new** house **big?**"] "No, it's **small.**"]
 or ["Teacher, **is** your **new** house **big?**"]

「よくからいたべものをたべますか。」 「いいえ、あまりたべません。」
 ["Do you often eat **spicy** food?"] "No, I don't eat it much.""]



Grammar point 4.2: Negating い adjectives

When a sentence containing an adjective ends with a noun (+です) or a verb, just negate the noun or verb. For instance, in Example 1 the whole **noun phrase** “delicious restaurant” is negated, and in Example 2 the speaker **does not** drink alcohol that is expensive, so we are negating the **verb** not the **adjective**.

The adjective isn't negated.	これはおいしいレストランです。	This is a delicious restaurant.
	これはおいしいレストラン じゃない です。	This is not a delicious restaurant.
	わたしは たかい おさけをよくのみます。	I often drink expensive alcohol.
	わたしは たかい おさけを あまり のみません。	I rarely drink expensive alcohol.

To negate a sentence that instead **ends** in an い adjective (e.g, “**not red**”), use this pattern:

1. Delete the final い	→ 2. Add く	→ 3. Add ないです or ありません
おおい い	おおい く	おおい く ないです
ちいさ い	ちいさ く	ちいさ く ありません
かわい い	かわい く	かわい く ありません

There is **one** exception: いい (good) becomes よくないです or よくありません.



Use this pattern in the basic [X]は[Y]です structure to say something is **not** [adjective].

このほんはおもしろくないです。 or このほんはおもしろくありません。
[This book is **not** interesting.] [This book is **not** interesting.]



Compare the sentence above with a sentence that negates a noun phrase instead:

これはおもしろいほんではないです。 or これはおもしろいほんではありません。
[This is **not** an interesting book.] [This is **not** an interesting book.]

We can use adverbs with adjectives as well. This week's vocabulary list contains three useful ones: とても (very), たいてい (usually), and ちょっと (a little).

にほんごはとてもたのしいです。 たいていおもしろいです。
[Japanese is **very** fun. It is **usually** interesting.]

これはちょっとたかいですね。
[This is a **little** expensive, yeah?]



We can also use あまり and ぜんぜん with adjectives. Just like with verbs, these adverbs **only modify negative adjectives**. The meaning of these adverbs do change slightly when used with adjectives though: あまり becomes “not very” instead of “rarely”, and ぜんぜん becomes “not [adjective] at all”.

あのきつさてんはあまりよくありません。
[That café over there **is not** very good.]

にほんの^{かれ}カレーはぜんぜんからくないです。
[Japanese curry usually **isn't** spicy at all.]



Unlike with verbs, when adjectives are combined with あまり・ぜんぜん the Japanese and English translation are both negative.

まっ^こりー^りだいがくのとしょかんはふるいですか。
[Is Macquarie University's library old?]

いいえ、あたらしいです。
[No, it's new.]

いいえ、ぜんぜんふるくありません。
[No, it's **not** old at all.]

いいえ、ぜんぜんふるくないです。あたらしいです。
[No, it's **not** old at all. It's new.]

Three ways to say “No”

←No + correction

←Negate

←Negate & correction



Grammar point 4.3: New questions via どう・どれですか

This week, we will learn two new question words/phrases. The first is [X]はどうですか, which means “how is X?” or “how about X?”. Adjectives are often necessary to respond:

「にほんごはどうですか。」
[“How is Japanese?”]

「とてもおもしろいです。」
“It’s very interesting.”

「あたらしいねこはどうですか。」
[“How is your new cat?”]

「かわいいです。でも、ちょっとつまらないです。」
[“It’s cute. But, it’s a little boring.”]



Our second question word is *どれ*, which means “which (one)”. *どれ* is therefore the question version of *これ・それ・あれ*. It can be used before *ですか* or particles like *を*.

「せんせいのほんは、どれですか。」
[“Which one is the teacher’s book?”]

「(せんせいのほんは) これです。」
“(The teacher’s book is) this near me.”]

「どれをのみますか。」
[“Which one will you drink?”]

「それをのみます。」
“I’ll drink that one near you.”

「^{まいく}マイクさんのいぬは、どれですか。」 「このおおきいいぬです。」
[“Which is Mike’s dog?”] “This big dog.”]

Just like *これ・それ・あれ*, you cannot use *どれ*[noun] to mean “which [noun]”. You instead use *どの*, which we introduce in *Week 8*.



Grammar point 4.4: Also/も

The particle *も* means “also” or “too”. It **replaces** *は* or *を*.

When replacing *は*, *も* shows that the sentence’s topic is similar to the topic of the previous sentence (left), or that it performs the same behaviour/action (right).

X	は	A	です。
Y	も		
X is A. Y is also A.			

or

X	は	[Verb]。
Y	も	
X (will) [verb(s)]. Y (will) also [verb(s)].		

わたし**は**せんせいです。

[I am a teacher.]

^{てれんす}テレンスさん**も**せんせいです。

[Terrence is **also** a teacher.]

“I” and “Terrence” are both teachers.



これはにほんのたべものです。
[This near me is Japanese food.]
あれもにほんのたべものです。
[That over there is **also** Japanese food.]

“This” and “that” are
both Japanese food.

このねこはとてもかわいいです。
[This cat near me is very cute.]
このねこもとてもかわいいです。
[This (other) cat near me is very cute **too**.]

Both cats are cute.

わたしはれきしをべんきょうします。
[I (will) study history.]
テレンスさん^{てれんす}もれきしをべんきょうします。
[Terrence **also** studies history.] or [~ will **also** study history.]

“I” and “Terrence” will
both study history.

このレストラン^{れすとらん}はおいしいたべものをつくります。
[This restaurant near me makes delicious food.]
あのきつさてん^{きつさてん}もおいしいたべものをつくります。
[That café over there makes delicious food **as well**.]

Both locations make
delicious food.

When も replaces を, it instead indicates that **one topic** does the same [verb] to **two** different objects. The topic and verb **must not change** between the two sentences:

A	は	X	を	[Verb].
		Y	も	
A (will) [verb(s)] X.				
A (will) also [same verb(s)] Y.				

わたしはビール^{びる}をのみます。
[I drink beer.]
わたしはワイン^{わいん}ものみます。
[I **also** drink wine.]

The same person (I) does the
same thing (drink) to two items.



ベジタリアン^{べじたりあん}はにく^{にく}をたべません。たいていさかな^{さかな}もたべません。
[Vegetarians don't eat meat. They usually don't eat fish **either**.]

The same people
(vegetarians/I) do the
same thing
(not eat/watch) to
two items (meat/fish,
soccer/tennis).

あした、わたしはサッカー^{さっかー}をみます。テニス^{てにす}もみます。
[Tomorrow I will watch soccer. I will **also** watch tennis.]



Grammar point 4.5: Sentence final particles

Our last grammar point for this week is an introduction to sentence final particles (SFPs). These special particles attach to the ends of Japanese sentences to change their meaning slightly. We already know one SFP: か. This week, we will also learn ね and よ.

The sentence final particle ね is used to confirm information, or seek agreement.



これはおいしいです。 [This is delicious (statement of fact).]
これはおいしいです **ね**。 [This is delicious, **isn't it (seeking confirmation).**]

The sentence final particle よ is used to convey information that you want to emphasize, or that you think the person you're talking to doesn't know and/or *should* know.

これはまずいです **よ**。 [This is gross (**I'm warning you! Be careful!**).]

「すしはオーストラリアのたべものですか。」
[Is sushi an Australian food?]

「いいえ、にほんのたべものです **よ**。」
[No, it's a Japanese food (**and you should know that, come on.**)]



Let's compare each SFP we know to see how they change a sentence's meaning:

[You ask me if some food is good]:	おいしいです。	←A statement.
[You take a bite of food before me]:	おいしいですか。	←A question.
[We both take a bite]:	おいしいですね。	←Please confirm.
[I take a bite before you]:	おいしいですよ。	←I'm telling you!

The phrase そうです can also create useful phrases with ね and よ:

「すしはにほんのたべものですか。」 ["Is sushi Japanese food?"]
「そうです。」 ["Yes, that's true. That is a fact."]
「そうです **ね**。」 ["Yes, that's true. **I also think that's correct.**"]
「そうです **よ**。」 ["Yes, that's true, **and I am surprised you didn't know this.**"]

Finally, そうですね can also be used to buy time when answering a question.

「なにをたべますか。」 「**そうですね**。カレーをたべます。」
["What are you going to eat?" "Let's see... I will have curry."]




CULTURE NOTE ・ ぶんかのしょうかい

The Trouble with Loanwords

As we've been learning katakana, you've no doubt noticed that Japanese uses a lot of words that originate in English. However, we need to be careful assuming that these words have the exact same meaning as their origin, or that a Japanese word which *sounds* English actually even comes from the English language!

Caution Point 1: わせいえいご

わせいえいご literally means “Japan-created English”. The term refers to phrases and words developed in Japan that are based on English, but not usually used by English speakers. For instance, the vocabulary below *sounds* English, but aren't phrases we use:



a. シルバーシート	: elderly priority seating (silver seat)
b. テレワーク	: telecommuting (tele-work)
c. ハイタッチ	: a high five (high touch)
d. マジックテープ	: velcro (magic tape)
e. バイキング	: a buffet/all-you-can-eat restaurant (viking)

Caution Point 2: Meaning changes




In other cases, words will be adopted as-is, but change meaning in Japan *or* in English over time. Sometimes, minor misunderstandings will also result in meaning differences.

For example, ハイテンション はいてんしょん sounds like “high tension”. You may therefore think it refers to stress. In reality though, it means “hyped”/“stoked”. Why? The term was adopted from its use to refer to “high-tension power lines”, which are certainly full of energy.

Product names can also become generic names too. Staplers in Japan are usually not called ステープラー すていぷらあ, but rather ホチキス ほちきす. Why? Because the first staplers imported to Japan were from the E. H. Hotchkiss company, and had “Hotchkiss” written on the sides.

Caution Point 3: Borrowings from languages other than English

Sometimes you might read a word in katakana over and over and still not understand it. In this case, it's worth considering if maybe it's from another language all together!

 <p>あるばいと アルバイト Part-time job From: German <i>arbeit</i> “to work”</p>	 <p>ぱん パン Bread From: Portuguese <i>pão</i> “bread”</p>	 <p>おるごおる オルゴール Music box From: Dutch <i>orgel</i> “music box”</p>
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WEEK 4 WORKBOOK ・ ワークブック 4

Exercise 4.1

Practice writing this week's katakana. Be sure to pay attention to shape and balance. Each hiragana should take up the same amount of space. Use the first three pictures to trace. In the last box, try free-writing all 5 characters in each set so they are the same size.

1. タート

タ	タ	タ										チ	チ	チ							
ツ	ツ	ツ										テ	テ	テ							
ト	ト	ト										タチツテト									

2. ナーノ

ナ	ナ	ナ										ニ	ニ	ニ							
ヌ	ヌ	ヌ										ネ	ネ	ネ							
ノ	ノ	ノ										ナニヌネノ									

3. ハーホ

ハ	ハ	ハ										ヒ	ヒ	ヒ							
フ	フ	フ										ヘ	ヘ	ヘ							
ホ	ホ	ホ										ハヒフヘホ									

4. マーモ

マ	マ	マ										ミ	ミ	ミ							
ム	ム	ム										メ	メ	メ							
モ	モ	モ										マミムメモ									

5. ラーロ

ラ	ラ	ラ										リ	リ	リ							
ル	ル	ル										レ	レ	レ							
ロ	ロ	ロ										ラリルレロ									

6. ヤーヨ, ワ, and ン

ヤ	ヤ	ヤ									ユ	ユ	ユ						
ヨ	ヨ	ヨ									ワ	ワ	ワ						
ン	ン	ン									ヤユヨワン								

Exercise 4.2

Change the words below from Romanized Japanese into katakana, or from katakana into Romanized Japanese. Then, pronounce each word to figure out the meaning. Use a dictionary only to *confirm* your answers; try without one first!

1. *jiinzu* : Katakana _____ English _____
2. *panfuretto* : Katakana _____ English _____
3. *furansu* : Katakana _____ English _____
4. *mattoresu* : Katakana _____ English _____
5. *wanmanshoo* : Katakana _____ English _____
6. ホラー : Romanization _____ English _____
7. トピック : Romanization _____ English _____
8. ハンバーガー : Romanization _____ English _____
9. ワンパターン : Romanization _____ English _____
10. カンガルー : Romanization _____ English _____

Exercise 4.3

Change each adjective into its negative form.

くらいです。		いいです。	
やすいです。		おいしいです。	
かわいいです。		からいです。	
つまらないです。		ちいさいです。	

Exercise 4.4

Read the essay, and then answer the questions in English.

わたしのなまえはマイケル・スミスです。じゅうはっさいです。オーストラリアじんです。でも、いまちゅうごくのだいがくのだいがくせいです。さんねんせいです。せんこうはちゅうごくのぶんがくです。

わたしはよくスポーツをします。ときどきテニスもします。でも、ラグビーをあまりしません。べんきょうもあまりしません。わるいですね。いいがくせいじゃないです。

1. What is the author's name? _____
2. How old is the author? _____
3. Where does the author live? Is it different from their place of birth? If so, why?

4. What is the author's major? _____
5. What does the author often do? _____
6. Are they a good student? Why or why not? _____

Exercise 4.5

Describe each picture using three sentences. You can use noun phrases (e.g., にほんのもの), verb phrases (e.g., にくをたべます), and adjectives in positive or negative forms. See the example answer in Question 1.



1. **EXAMPLE:** このねこはおおきくないです。ちいさいです。



2. このいえは



3. このとけいは



4. このきっさてんは

Exercise 4.6

Translate the following English sentences into Japanese (using hiragana and katakana).

1. My major is also international studies.

2. This apartment isn't dark, isn't it (= don't you agree?)

3. Is that (near you) interesting?

4. Whose book is the small book? (Hint: "the small book" is the **topic**)

5. Mariko will play baseball tomorrow. She will play tennis too.

Exercise 4.7

Translate the following Japanese sentences into English.

1. あやさんのいぬは、あまりかわいくありません。でも、いいいぬです。

2. せんせいはやさしいひとではないです。ぜんぜんよくないです。

3. わたしもまいにちにくをたべます。

4. 「ビールをのみますか。」 「はい。にほんしゅものみますよ。」

5. 「あなたのりんごはどれですか。」 「このあかるいりんごです。」

Exercise 4.8

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence that includes an い adjective in the positive form.

Translation:

2. Write a sentence that ends in an い adjective in the negative form.

Translation:

3. Ask and answer a question using どうですか。

Q: _____

A: _____

Translation

4. Ask and answer a question using どれですか。

Q: _____

A: _____

Translation

5. Write two sentences which use も to contrast topics (も replaces は)

Translation

6. Write two sentences which use も to contrast direct objects (も replaces を)

Translation



WEEK 4 WORKBOOK ANSWER KEY ・ ワークブック回答集 4

Exercise 4.1

Practice writing this week's katakana. Be sure to pay attention to hiragana should take up the same amount of space. Use the first two boxes of the last box, try free-writing all 5 characters in each set so they

Make sure your katakana are all of a similar size, and don't curve too much! Check how you can improve your handwriting, and note any bad shapes.

1. タート

タ	タ	タ								チ	チ	チ								
ツ	ツ	ツ								テ	テ	テ								
ト	ト	ト	Don't forget to also trace over the first two "grey" kana for practice!							タチツテト										

2. ナーノ

ナ	ナ	ナ								ニ	ニ	ニ								
ヌ	ヌ	ヌ								ネ	ネ	ネ								
ノ	ノ	ノ								ナニヌネノ										

3. ハーホ

ハ	ハ	ハ								ヒ	ヒ	ヒ								
フ	フ	フ								ヘ	ヘ	ヘ								
ホ	ホ	ホ								ハヒフヘホ										

4. マーモ

マ	マ	マ								ミ	ミ	ミ								
ム	ム	ム								メ	メ	メ								
モ	モ	モ								マミムメモ										

5. ラーロ

ラ	ラ	ラ								リ	リ	リ								
ル	ル	ル								レ	レ	レ								
ロ	ロ	ロ								ラリルレロ										

6. ヤーヨ, ワ, and ン

ヤ	ヤ	ヤ									ユ	ユ	ユ						
ヨ	ヨ	ヨ									ワ	ワ	ワ						
ン	ン	ン									ヤユヨワン								

Exercise 4.2

Change the words below from Romanized Japanese into katakana, or from katakana into Romanized Japanese. Then, pronounce each word to figure out the meaning. Use a dictionary only to *confirm* your answers; try without one first!

1. *jiinzu* : Katakana ジーンズ English Jeans
2. *panfuretto* : Katakana パンフレット English Pamphlet
3. *furansu* : Katakana フランス English France
4. *mattoresu* : Katakana マットレス English Mattress
5. *wanmanshoo* : Katakana ワンマンショー English One man show (solo show)
6. ホラー : Romanization horaa English Horror
7. トピック : Romanization topikku English Topic
8. ハンバーガー : Romanization hanbaagaa English Hamburger
9. ワンパターン : Romanization wanpataan English Boring, repetitive
10. カンガルー : Romanization kangaroo English Kangaroo

～くありません and
～くないです are
interchangeable here.

adjective into its negative form.

	くらくないです。	いいです。	よくないです。
やすいです。	やすくありません。	おいしいです。	おいしくありません。
かわいいです。	かわいくないです。	からいです。	からくないです。
つまらないです。	つまらなくありません。	ちいさいです。	ちいさくありません。

Exercise 4.4

Read the essay, and then answer the questions in English.

わたしのなまえはマイケル・スミスです。じゅうはっさいです。オーストラリアじんです。でも、いまちゅうごくのだいがくのだいがくせいです。さんねんせいです。せんこうはちゅうごくのぶんがくです。

わたしはよくスポーツをします。ときどきテニスもします。でも、ラグビーをあまりしません。べんきょうもあまりしません。わるいですね。いいがくせいじゃないです。

1. What is the author's name? Micheal Smith
2. How old is the author? 18.
3. Where does the author live? Is it different from their place of birth? If so, why?
China. Yes, they moved there for university.
4. What is the author's major? Chinese literature.
5. What does the author often do? Sports, sometimes tennis, but rarely rugby.
6. Are they a good student? Why or why not? No. Because they don't study.

Exercise 4.5

Describe each picture using three sentences. You can use noun phrases (e.g., にほんのもの), verb phrases (e.g., にくをたべます), and adjectives in positive or negative forms. See the example answer in Question 1.



1. EXAMPLE: このねこはおおきくないです。ちいさいです。
ミルクをのみます。
かわいいです。



2. このいえはとてもふるいです。
ぜんぜんあたらしくないです。よくないです。
ちょっとせまいです。



3. このとけいはあたらしいです。
たかいです。
ちょっとうるさいです。



4. このきつさてんはひろいです。
でも、たかいです。
とてもおいしいです。

You only need to list the topic once for each item.

Your answers will likely differ, so check with your classmates!

**Exercise 4.6**

Translate the following English sentences into Japanese (using hiragana and katakana).

1. My major is also international studies.

わたしのせんこうもこくさいがくです。

2. This apartment isn't dark, isn't it (= don't you agree?)

このアパートはくらくないですね。OR ~くらくありませんね。

3. Is that (near you) interesting?

それはおもしろいですか。

4. Whose book is the small book? (Hint: "the small book" is the **topic**)

ちいさいほんはだれのほんですか。

Remember: question words
can't come before は.

5. Mariko will play baseball tomorrow. She will play tennis too.

まりこさんはあしたやきゅうをします。テニスもします。

Exercise 4.7

Translate the following Japanese sentences into English.

1. あやこさんのいぬは、あまりかわいくありません。でも、いいいぬです。

Ayako's dog isn't very cute. But, it is a good dog.

2. せんせいはやさしいひとではないです。ぜんぜんよくないです。

The teacher is not a kind person. They aren't good at all.

3. わたしもまいにちにくをたべます。

I also eat meat every day.

There are many ways
to translate よ

4. 「ビールをのみますか。」 「はい。にほんしゅものみますよ。」

"Do you drink beer?" "Yes. I drink sake (I am informing you)."

5. 「あなたのりんごはどれですか。」 「このあかるいりんごです。」

"Which is your apple?" "It's this bright apple (near me)."



Exercise 4.8

Write original sentences following the prompts, and then translate them.

Confirm your sentences by checking with classmates and/or reviewing class content.

1. Write a sentence that includes an い adjective in the positive form.

あのきっさてんはちいさいです。

Translation:

The adjective could appear at the end or before a noun in the sentence.

2. Write a sentence that includes an い adjective in a negative form.

このねこはぜんぜんかわいくないです。

Translation:

Make sure the sentence ends with
~くないです *or*
~くありません

3. Ask and answer a question using どうですか。

Q: きょうのひるごはんはどうですか。

A: あまりおいしくありません。

Translation

The answer should be an adjective.

4. Ask and answer a question using どれですか。

Q: せんせいのくるまはどれですか。

A: あのあおいくるまです。

Translation

5. Write two sentences. In the second sentence, use も to replace は.

わたしはがくせいです。

かおりさんもだいがくせいです。

Translation

Sentences should match a
A is/does X.
B also is/does X.
format.

6. Write two sentences. In the second sentence, use も to replace を.

ロクランさんはテニスをします。

(ロクサンさんは)ラグビーもします。

Translation

Sentences should match a
A does X.
A does Y too.
format.

WEEK FIVE · だいがしゅう

AN INTRODUCTION TO JAPANESE WRITING: KATAKANA 3/3

This is the last week where we will learn about katanaka! To review, let's look at the complete list of katakana characters:

		k	s	t	n	h	m	y	r	wa
a	ア	カ	サ	タ	ナ	ハ	マ	ヤ	ラ	ワ
i	イ	キ	シ	チ	ニ	ヒ	ミ		リ	WO
u	ウ	ク	ス	ツ	ヌ	フ	ム	ユ	ル	ヲ
e	エ	ケ	セ	テ	ネ	ヘ	メ		レ	n
o	オ	コ	ソ	ト	ノ	ホ	モ	ヨ	ロ	ン

The last element of katakana writing is *sutegana*. Like with hiragana, katakana can attach small versions of ヤ, ユ, and ヨ to characters that end in an “i” sound to create glides:

チャット = *chatto* = (online) chat

ミャンマー = *myanmaa* = Myanmar (Burma)

キュート = *kyuuto* = cute

ピュール = *pyuure* = pure

ショップ = *shoppu* = shop

ジョブ = *jobu* = job

チ (*chi*) + ヤ (small *ya*) = *cha*

み (*mi*) + ヤ (small *ya*) = *mya*

キ (*ki*) + ユ (small *yu*) = *kyu*

ピ (*pi*) + ユ (small *yu*) = *pyu*

シ (*shi*) + ヨ (small *yo*) = *sho*

ジ (*ji*) + ヨ (small *yo*) = *jo*

However, katakana uses small versions of the *a*, *i*, *u*, *e*, and *o* characters (ア, イ, ウ, エ, オ) as well. This is done to reproduce sounds that don't exist in native Japanese words.

For example, the English word “tea” became *tii* in Japanese... but how can we write *tii* if there is no native *ti* symbol (remember: *ta chi tsu te to*)? Similarly, “fast food” was borrowed as *fasuto fuudo*. But how do we write *fa* when the only “f” sound is *fu* (ふ・フ)?

To create new sounds needed to write loan words, Japanese writers combined regular katakana with small versions of アイウエオ. Like with ヤユヨ, these small characters replace the original vowel sound of the katakana they are attached to.

For instance: “tea” is written in Japanese as ティー. The small イ indicates that テ (*te*) will now be pronounced as *ti*, with *i* replacing the original *e*.





パーティー = <i>paatii</i> = party	テ (<i>te</i>) + イ (small <i>i</i>) = <i>ti</i>
ファーストフード = <i>faasutofuudo</i> = fast food	フ (<i>fu</i>) + ア (small <i>a</i>) = <i>fa</i>
フォーム = <i>foomu</i> = form	フ (<i>fu</i>) + オ (small <i>o</i>) = <i>fo</i>
ディズニー = <i>dizunii</i> = Disney	デ (<i>de</i>) + イ (small <i>i</i>) = <i>di</i>
チェス = <i>chesu</i> = chess	チ (<i>chi</i>) + エ (small <i>e</i>) = <i>che</i>
シェフ = <i>shefu</i> = chef	シ (<i>shi</i>) + エ (small <i>e</i>) = <i>she</i>
ジェット = <i>jetto</i> = jet	ジ (<i>ji</i>) + エ (small <i>e</i>) = <i>je</i>
デューデート = <i>dyuudeito</i> = due date	デ (<i>de</i>) + ュ (small <i>yu</i>) = <i>dyu</i>

This formula will work for almost any small katakana you encounter. When you see a small katakana, just replace the vowel of the large character it is attached to with the vowel sound made by the small character.

We have seen small *yu* sounds before, but not with *de*. Because there is no native *di* sound (*da ji zu de do*), Japanese uses *de + yu* to make *dyu*.

There is one exception: Japanese uses a normal sized ウ (*u*) with a small *i*, *e*, or *o* to create a “w+[vowel]” sound. For instance, ウェット is not “*u-e-tto*”, but rather “*we-tto*”. Since ワ exists though, we don’t write ウア for *wa*. Let’s look at more examples of this “w” sound:

ウィートビックス	<i>wiito bikkusu</i> = Weet-Bix	ウ (<i>u</i>) + イ (small <i>i</i>) = <i>wi</i>
ウィキ	<i>wiki</i> = wiki (as in Wikipedia)	ウ (<i>u</i>) + イ (small <i>i</i>) = <i>wi</i>
ウェーター	<i>weetaa</i> = waiter	ウ (<i>u</i>) + エ (small <i>e</i>) = <i>we</i>
ウェットティッシュ	<i>wetto tisshu</i> = wetwipe	ウ (<i>u</i>) + エ (small <i>e</i>) = <i>we</i>
ウォッカ	<i>wokka</i> = vodka	ウ (<i>u</i>) + オ (small <i>o</i>) = <i>wo</i>
ウォーター	<i>wootaa</i> = water	ウ (<i>u</i>) + オ (small <i>o</i>) = <i>wo</i>

Finally, sometimes you may see ヴ in Japanese. You won’t find it in most dictionaries, and **we won’t use it at all in this class**. However, since you may see it used in Japan we want you to be aware of its existence so you can read it.

ヴ is combined with a small ア, イ, ウ, エ, or オ to indicate “v+[vowel]”. As Japanese are now more familiar with the “v” sound, some writers are using ヴ instead of “b” sounds.

English Word: “Virtual”

Standard Japanese: バーチャル (*baacharu*)

“New” Form: ヴァーチャル (*vaacharu*)

English Word: “Violin”

Standard Japanese: バイオリン (*biorin*)

“New” Form: ヴァイオリン (*vaiorin*)



SAMPLE DIALOGUES ・ かいわ

Dialogue 5.1: At a shop/みせで


まみさん、そのあかいふくはいいですね。
あたらしいですか。とてもすてきなふくです。

え、ありがとう！

まさしさんのピンクのふくもとてもすてきです。

よくふくをかいますか。



そうですね。よくインターネットでかいます。

やすすくないです。でも、とてもべんりです。

まみさんはどこでかいものをしますか。

たいていにほんのゆうめいなショップでかいます。

べんりではありません。たかいです。

わたしはちょっとちいさいひとです。

オーストラリアのふくはとてもおおきいです。



Dialogue 5.1: Translation



Mami, that red clothing is nice.
Is it new? It's very attractive clothing.

Ah thank you!

Masashi, your pink clothes are also nice.

Do you often buy clothing?



Yes, I often buy clothing on the internet.

It isn't cheap, but it is very convenient.

Where do you buy clothes Mami?

I usually buy them at a famous Japanese shop.

It is not convenient. It is expensive.

I'm kind of a small person.

Australia's clothing is big.



Dialogue 5.2: After class/クラスのあと



セーラさん、どこにいきますか。

あ、アパートにかえります。

アパートでほんごをべんきょうします。

はるきさんもうちにかえりますか。



いいえ、かえりません。

でも、わたしもべんきょうします。

としょかんに行きます。そこでべんきょうします。



マッコーリーだいがくのとしょかんですか。

どんなとしょかんですか。



しずかなとしょかんですよ。

としょかんのすてきなきっさてんで

よくコーヒーをかいます。おいしいです。



そうですか。じゃ、わたしもいきます。

わたしのアパートはにぎやかです。



Dialogue 5.2: Translation



Sarah, where are you going?

Ah, I'm going home to my apartment.
I will study Japanese at my apartment.
Are you going home too Haruki?



No, I will not go home.
But, I will also study.
I will go to the library. I will study there.



Maquarie's library?
What kind of library is it?



It's a quiet library.
I often buy coffee at the library's nice café. It's tasty.



Is that so? I'll go too then.
My apartment is bustling/full of people.





VOCABULARY ・ ごい

General Nouns

いろ	colour
おんがく	music
かもく	subject (in school)
こうえん	park
コーヒー	coffee
コンビニ	convenience store
しゃしん	photograph
スーパー	supermarket
ちやいろ	brown
テスト	test
パーティー	party
ピザ	pizza
ピンク	pink
ふく	clothing
みどり	green
りょうり	food, cuisine

Most colour adjectives can become nouns by removing い, as in あお or あか.

Verbs

いきます	to go
かいます	to buy
かえります	to return home
きます	to come
ききます	to listen
とります	to take

な Adjectives

かんたん(な)
きれい(な)
げんき(な)
しずか(な)
しんせつ(な)
すてき(な)
たいへん(な)
にぎやか(な)
べんり(な)
ゆうめい(な)

easy
pretty
energetic, lively, healthy
quiet
kind
attractive, nice
hard, difficult
bustling, busy
convenient
famous

For living things only. "Healthy food" is not げんき.

This is busy as in "crowded", e.g., "a busy store". People are never にぎやか.

い Adjectives

あおい
あかい
いそがしい
きいろい
くろい
しろい

blue
red
busy
yellow
black
white

This is busy as in "lots of things to do", e.g., "a busy teacher".

Compound Verbs

かいものします
りょうりします

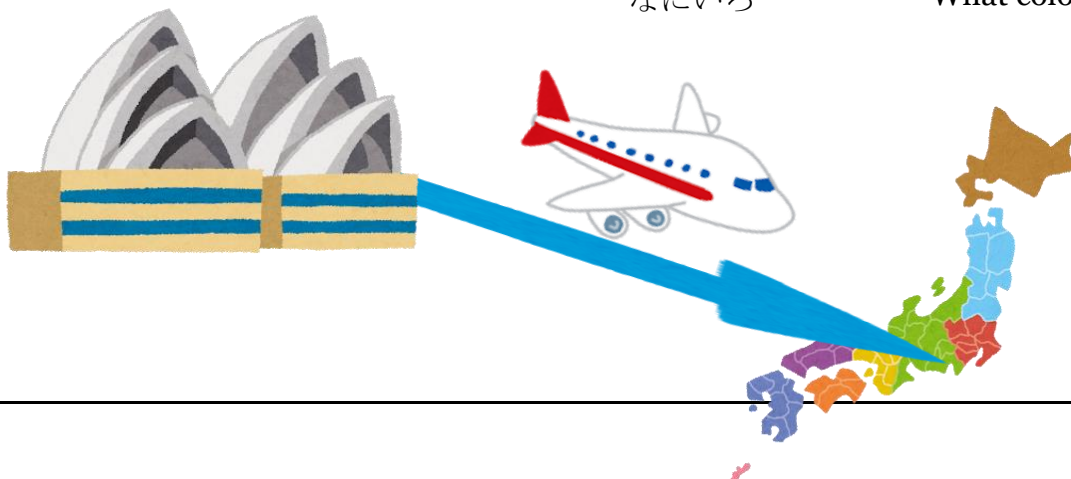
to go/do shopping
to cook

This is a generic activity. When you buy a specific thing, use かいます。

Question Phrases

なにいろ

What color?



GRAMMAR ・ ぶんぼう

Grammar point 5.1: Colours

In Japanese, many colours are い adjectives. Indeed, this week's **vocabulary list** contains many colours that fit this description.



これはあかいです。
[This is **red**.]

これはあかいりんごです。
[This is a **red** apple.]

それはあかくないです。
[That is **not red**.]

However, some colours in Japanese are nouns. This week's vocabulary list includes ピンク, ちやいろ, and みどり. Colours that are い adjectives can also *become* nouns by removing their final い (e.g., あか is the noun "red"). As nouns, colours work like other nouns: they connect to nouns using の, and are negated using では・じゃ + ないです・ありません.



これはピンクです。
[This is **pink**.]

これはピンクのふくです。
[These are **pink** clothes.]

それはピンクではありません。
[That is **not pink**.]

Grammar point 5.2: な adjectives

As mentioned **last week**, Japanese has two types of adjectives: い adjectives and な adjectives. While all い adjectives **must** end in い, な adjectives can end with **any sound...** including い! We therefore have to be careful not to confuse な adjectives that end in い (such as きれい) with い adjectives!

Like all adjectives, な adjectives are used in either in front of nouns (to modify the noun and create a **noun phrase**), or at the end of sentences before です (to describe a **topic**).

While い adjectives attach directly to nouns (as in かわいい → ねこ), な adjectives attach to nouns via the prenominal (= before-noun) marker な. This is why they are “な” adjectives.

それはとてもきれいなふくです。
[That is very **pretty** clothing.]

あのレストランはとてもにぎやかなレストランですね。
[That restaurant is a very **lively** restaurant (= lots of customers).]

こくさいがくは、たいへんなかもくですか。
[Is International Studies a **difficult** subject?]

あのしずかなおとこのひとは、わたしのげんごがくのせんせいです。
[That **quiet** man over there is my linguistics teacher.]



In contrast, な adjectives attach to です directly. There is therefore no difference between how い adjectives and な adjectives end **positive** sentences.

かのじよはとても **しずかな** ひとです。

[She is a very **quiet** person.]

かのじよはとても **しずか** です。

[She is very **quiet**.]

オーストラリアの でんしゃは **べんり** ですか。

[Are Australian trains **convenient**?]

あのやまはとても **ゆうめい** ですよ。

[That mountain over there is very **famous**.]



Unlike い adjectives though, な adjectives **negate like nouns**. To review, there are four different ways to negate a noun in Japanese:



We use any of the same four methods for negating な adjectives:



Let's look at some examples that contrast negative な adjectives and い adjectives.

このねこは **きれい** じゃ **ない** ですね。ぜんぜん **かわいく** **ありません**。

[This cat **isn't** **pretty** (don't you agree). It's **not** **cute** at all.]

あのレストランは **しずか** **ではない** です。 **よく** **ない** ですよ。

[This restaurant **isn't** **quiet**. It's **not** **good** (I'm telling you).]





Grammar point 5.3: どんな – what kind of

Our new question word this week is **どんな**, which means “what kind of”. **どんな** always comes after **は**, and attaches directly to nouns just like an **い** adjective. Let’s compare:

トムさんはビールをのみますか。

[Does Tom drink beer?] or [Tom, do you drink beer?]

トムさんは**やすい**ビールをのみますか。

[Does Tom drink **cheap** beer? or Tom, do you drink **cheap** beer?]

トムさんは**どんな**ビールをのみますか。

[**What kind of** beer does Tom drink?] or [Tom, **what kind of** beer do you drink?]



When answering a question that uses **どんな**, just provide some kind of description. This can be a noun/category (as with the answers in examples 1, 2, & 3), or a noun/adjective combination (as in the answer in example 4).

ジェスさんは**どんな**おんがくをききますか。

[Jess, **what kind of** music do you listen to?]

わたしは**ブラックメタル**をききます。

[I listen to **black metal**.]

あいこさんは、あした**どんな**えいがをみますか。

[Aiko, **what kind of** movie will you see tomorrow?]

あした**アクションえいが**をみます。

[I will watch **an action film** tomorrow.]

きょう、**どんな**りょうりをつくれますか。

[**What kind of** food are you going to make today?]

トッポギをつくれます。トッポギはかんこくのからいもちです。

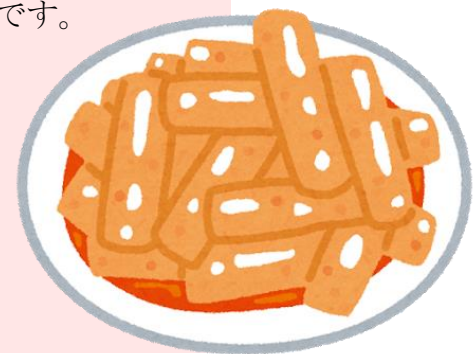
[I will make **tteokbokki**. Tteokbokki is Korean spicy mochi.]

せんせいは**どんな**ひとですか。

[**What kind of** person is your teacher?]

しんせつなにほんじんです。

[They are a **kind** Japanese person.]





Grammar point 5.4: Marking destination with に

This week we will learn two new particles. The first new particle is に, which marks a **noun** (or **noun phrase**) as a *destination*. That is, where someone is/will go/come/return to.

に is often used with the verbs いきます (go), きます (come), and かえります (return home). The reason that these verbs don't use を is that **a destination is not a direct object**. **Remember**, to find the direct object in a sentence we ask "What is [verbed]". For instance, in the sentence "I eat pizza", pizza is what is "eaten".

As a result, destinations are not direct objects (they are called *objects of the preposition*) because **they are not affected by the verb**. In the sentence "I go home", we can't ask "What is went?". Indeed, the act of going/coming **stops** at the destination. Eating a pizza **affects** the pizza; going to a house does nothing to the house.



わたしはきょう、としょかんをみます。
[Today I will see the library.]

This sentence marks としょかん with を because it is the direct object. The library is *seen*; something happens to it.

わたしはきょう、としょかんにいきます。
[Today I will go to the library.]

This sentence marks としょかん with に because it is the destination. The library is not *went*; nothing happens to it.

If this is confusing at all, just repeat the sentence above: **destinations are not direct objects**. Therefore, destinations *are always* marked with に rather than を.

Let's look at some more uses of に in action. Note that ここ・そこ・あそこ and どこ all count as destinations. Like topics and direct objects, destinations can also be dropped when obvious, as in the answer to the fourth sentence below.

わたしはまいにちだいがくにいきます。
[I go **to** the university every day.]

あした、えいがかんにいきます。ジョーさんも(えいがかん**に**)いきますか。
[Tomorrow, I will go **to** the movie theatre. Joe, are you going (**to** there) too?]

「いま、どこ**に**いきますか。」
[“Where are you going **to** now?”]

「あ、うち**に**かえりますよ。」
[“Ah, I’m going **to** my home.”]



「きょうのパーティー**に**きますか。」 「いいえ、きませんよ。いそがしいです。」
[“Are you coming **to** the party today?” “No, I won’t come. I am busy.”]

「トムさんはよくここ**に**きますか。」
[Does Tom often come **to** here? *or* Tom, do you often come **to** here?]

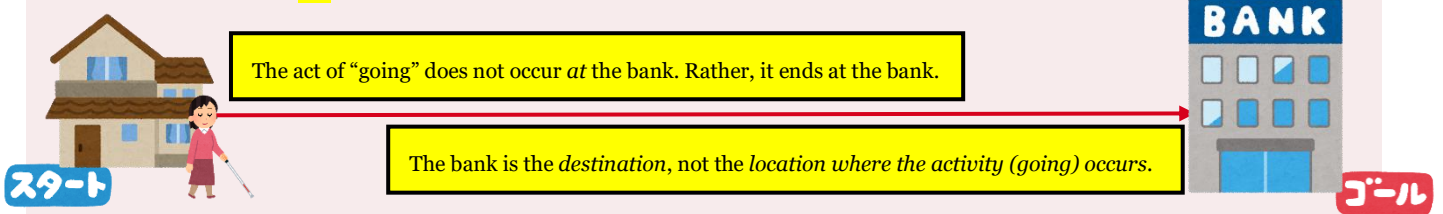


In “natural” English, we might drop “to” in some of these sentences. I’m just including it to show the grammar of に.

Grammar point 5.5: Marking location of action with で

Our second particle is で. で contrasts with に by marking **the location where an activity occurs**. Remember: going/coming does not occur *at* the place you go/come to!

わたしはぎんこう **に** いきます。



To contrast a destination with a location of action, let's look at some sentences which use で to show something occurring *at that location*.

きょう、うち **で** ゲームをします。
[Today, I will play games **at** my house.]

"Play games" happens *at* the house.

せんせいはまいにちあのきつさてん **で** コーヒーをのみます。
[The teacher drinks coffee **at** that café every day.]

"Drink coffee" happens *at* the café.

「たいていどこ **で** おさけをのみますか。」
["Where do you usually drink alcohol **at**?"]

「たいていバー **で** のみます。」
["I usually drink **at** a bar."]

"Drink alcohol" happens *at* a bar.

「よくあのこうえん **に** いきます。」
["I often go **to** that park."]

「あのこうえんですか。あそこ **で** なにをしますか。」
["That park over there? What do you do **(at)** there?"]

「たいていこうえん **で** しゃしんをとります。」
["I usually take photos **at** the park."]

「すてきですね。わたしもよくこうえん **に** いきます。」
["That's nice, isn't it. I often go **to** parks too."]



To sum up our particles so far:

1. は marks **the topic** of a sentence. It tells us what the sentence is about.
2. を marks **the direct object** of a sentence. It tell us what is affected by the verb.
3. に marks **destination**. It tell us where the subject/topic is headed.
4. で marks **where an action occurs**. It tell us where something happens.

Do **not** memorize に or で as a "location marker". All particles can mark locations.



CULTURE NOTE ・ ぶんかのしょうかい

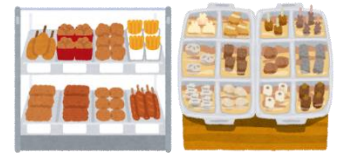
Convenience Stores in Japan

Convenience stores (コンビニ) in Japan are everywhere, and tend to serve many more functions than those in Australia. Smaller コンビニ won't have anything too surprising, but larger ones often provide produces and services you might not expect.



Food

While コンビニ will obviously have your normal range of chips, lollies, and other snacks, you can also find a wide variety of fresh food. Many コンビニ will have onigiri and bento lunches, ranging from Japanese foods like soba to hamburgers and pasta. The food can be warmed for you in a microwave when you buy it, and is usually pretty good for the price. Many stores also offer simple items prepared in store. おでん, a type of build-your-own stew, is offered in some コンビニ, but many also sell fresh fried chicken, hot steamed buns (まんじゅう), and corndogs (called アメリカンドッグ).



fried food vs. oden

Drinks

コンビニ offer a range of drinks. Sodas, juice, sports drinks, bottled water, and milk are all available both inside the コンビニ and often in vending machines just outside the door. Stores will generally also sell a range of coffee-based drinks. かんコーヒー, or coffee in a can, is especially common and quite cheap. Cold, hot, and even iced options are available.



Unlike Australian convenience stores, most コンビニ will also sell alcohol. Smaller stores will usually just have major brands of beer, small sake bottles, and cans of (usually sweet) pre-mixed cocktails made with しょうちゅう (a form of grain alcohol). Middle-to-larger sized stores will likely also carry local beers, wine, and sometimes even bottles of liquor.

Other Items

Need a work shirt? Forgot your notebook? コンビニ generally have necessarily daily items like pens, stationary, shirts, stockings, shampoo, toothbrushes, deodorant, gloves, and other sorts of day-to-day necessities. Obviously a コンビニ is not the *best* place to buy any of these things in terms of quality/price, but if you need something **now**, one might have you covered. Large racks of magazines, manga, and books are also common.



Services

Finally, most medium to large size コンビニ also provide a number of useful local services. You can usually find ATMs and a copier/printer/scanner which charges per-page. For people without credit cards, you can also often pay your bills at the コンビニ, or even pay for and pick up items you ordered online from major stores!



WEEK 5 WORKBOOK · ワークブック 5
Exercise 5.1

Romanize the katakana in the table below. What sounds are represented?

1. ギャ	_____	2. デイ	_____	3. ジョ	_____
4. ウイ	_____	5. チェ	_____	6. デュ	_____
7. ピョ	_____	8. ジェ	_____	9. ショ	_____
10. チョ	_____	11. テイ	_____	12. ウオ	_____
13. ニュ	_____	14. キョ	_____	15. フィ	_____

Exercise 5.2

In each sentence, select the correct particle from the options in each ().

X = no particle.

- わたし (は・に・を) あそこ (に・で・を) ピザ (に・で・を) たべます。
- このえいが (の・は・を) よく (X・を・は) みますか。おもしろいですか。
- サムさん (を・は・の) ほん (は・を・X) とても (X・を・で) つまらないです。あまり (を・に・X) おもしろくないです。
- たいてい (を・で・X) どこ (を・で・X) おちゃ (を・で・X) のみますか。
- あした (に・X・を) どこ (に・で・を) いきますか。
- いま (に・X・を) うち (に・X・で) かえますよ。
- たかさん (X・は・を) どんな (X・は・を) おんがく (X・は・を) ききますか。
- きれい (な・の・X) しゃしんですね。
- あの (X・に・の) あたらしいレストラン (に・で・を) いきますか。
- これ (を・は・で) だれ (の・を・で) きょうかしょですか。



Exercise 5.3

Translate the following English sentences into Japanese. Pay special attention to your particles, and think carefully about the role of each part of the sentence (topic, location, destination, object, etc.).

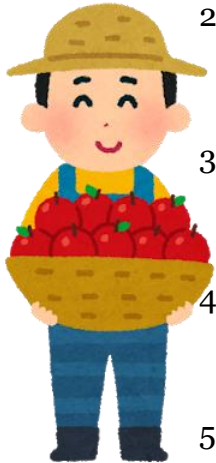
1. The quiet cat eats fish at the library. (Hint: you need は、な、を、 and で)

2. The pretty train will go to Sydney. (Hint: you need は、な、 and に).

3. I will buy pink apples at that supermarket over there. (は、を、で、の)

4. The busy teacher will go home. (No hints!)

5. The interesting man near you always drinks black coffee. (No hints!)

**Exercise 5.4**

Each sentence contains **one** error. Find the error, circle or highlight it, and then explain why it is wrong.

1. せんせいはたいていあそこにたべます。 Error: _____

2. あのきつさてんはしずかなです。 Error: _____

3. きょう、わたしはいそがしいではないです。 Error: _____

4. ともこはどこですか。 Error: _____

5. せんせいのほんはみどりなほんです。 Error: _____

6. ここはとてもしずかこうえんですね。 Error: _____

7. どこでいきますか。 Error: _____

8. たいていはなにをききますか。 Error: _____



**Exercise 5.5**

Answer the questions about yourself/from your perspective using hiragana & katakana:

1. ときどきうちでりょうりをしますか。

2. たいていどこでにほんごをべんきょうしますか。

3. どんなスポーツをしますか。たのしいですか。

4. きょう、どこにいきますか。そこでなにをしますか。

5. うちでたいていどんなたべものをたべますか。

6. あなたのTシャツは、なにいろですか。

Exercise 5.6

Rewrite every sentence so that they end in the negative form. Don't forget to change adverbs when necessary.

1. これはきれいです。

2. これはおいしいピザです。よくたべます。

3. あのとしょかんはとてもいいです。いつもしずかです。すてきですね。

4. あのスーパーはべんりです。まいにちいきます。やすいです。

Exercise 5.7

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence that modifies a noun with a colour that is also a noun.

Translation:

2. Write a sentence that ends in a な-adjec-tive (e.g., *the cat is quiet*).

Translation:

3. Write a sentence that uses a な-adjec-tive to modify a noun (e.g., *quiet cat*).

Translation:

4. Write a sentence using どんな, and an answer to the question.

Q: _____

A: _____

Translation:

5. Write a sentence using に to mark destination.

Translation:

6. Write a sentence using で to mark location of action.

Translation:

7. Write a sentence that uses a colour as an い adjective.

Translation:

WEEK 5 WORKBOOK ANSWER KEY ・ ワークブック 回答集 5

Exercise 5.1

Romanize the katakana in the table below. What sounds are represented?

1. ギャ	gya	2. デイ	di	3. ジョ	jo
4. ウィ	wi	5. チェ	che	6. デュ	dyu
7. ピョ	pyo	8. ジェ	je	9. ショ	sho
10. チョ	cho	11. テイ	ti	12. ウォ	wo
13. ニュ	nyu	14. キョ	kyo	15. フィ	fi

Exercise 5.2

In each sentence, select the correct particle from the options in each ().

X = no particle.

- わたし (は・に・を) あそこ (に・で・を) ピザ (に・で・を) たべます。
- このえいが (の・は・を) よく (X・を・は) みますか。おもしろいですか。
- サムさん (を・は・の) ほん (は・を・X) とても (X・を・で) つまらないです。あまり (を・に・X) おもしろくないです。
- たいてい (を・で・X) どこ (を・で・X) おちゃ (を・で・X) のみますか。
- あした (に・X・を) どこ (に・で・を) いきますか。
- いま (に・X・を) うち (に・X・で) かえますよ。
- たかさん (X・は・を) どんな (X・は・を) おんがく (X・は・を) ききますか。
- きれい (な・の・X) しゃしんですね。
- あの (X・に・の) あたらしいレストラン (に・で・を) いきますか。
- これ (を・は・で) だれ (の・を・で) きょうかしよですか。



**Exercise 5.3**

Translate the following English sentences into Japanese. Pay special attention to your particles, and think carefully about the role of each part of the sentence (topic, location, destination, object, etc.).

1. The quiet cat eats fish at the library. (Hint: you need は、な、を、 and で)

しずかなねこはとしょかんでさかなをたべます。

2. The pretty train will go to Sydney. (Hint: you need は、な、 and に).

きれいなでんしゃはシドニーにいきます。

3. I will buy pink apples at that supermarket over there. (は、を、で、の)

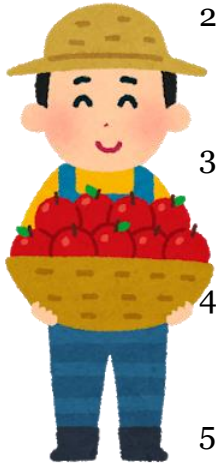
わたしはあのスーパーでピンクのりんごをかいます。

4. The busy teacher will go home. (No hints!)

いそがしいせんせいは(うちに)かえます。

5. The interesting man near you always drinks black coffee. (No hints!)

そのおもしろいおとこのひとはいつもくろいコーヒーをのみます。

**Exercise 5.4**

Each sentence contains **one** error. Find the error, circle or highlight it, and then explain why it is wrong.

1. せんせいはたいていあそこにたべます。 Error: Location of action uses で not に

2. あのきつさてんはしずかなです。 Error: Never put な before です

3. きょう、わたしはいそがしいではないです。 Error: Not correct い adjective negation

4. ともこはどこですか。 Error: Forgot さん

5. せんせいのほんはみどりなほんです。 Error: みどり is a noun – connect w/ の

6. ここはとてもしずかこうえんですね。 Error: な adjectives needs な before nouns

7. どこでいきますか。 Error: Destinations use に not で

8. たいていはなにをききますか。 Error: Adverbs take no particles





This is a model.
Your answer(s) may differ.
Check with another classmate!

Exercise 5.5

Using hiragana and katakana, answer the following questions

1. ときどきうちでりょうりをしますか。

はい、よくします。たいていかんこくのりょうりをつくれます。

2. たいていどこでにほんごをべんきょうしますか。

たいていとてよかんでべんきょうします。うちであまりべんきょうしません。

3. どんなスポーツをしますか。たのしいですか。

テニスをします。はい、とてもたのしいです。

4. きょう、どこにいきますか。そこでなにをしますか。

きょう、マッコリーセンターにいきます。そこでピザをかいます。

5. うちでたいていどんなたべものをたべますか。

うちでたいていちゅうごくのりょうりをたべます。

6. あなたのTシャツは、なにいろですか。

わたしのTシャツは、「COLOUR」です。OR 「COLOUR」Tシャツです。

If the colour is an い adjective, it connects directly to the noun. If it's a noun, it connects via の.

Exercise 5.6

Rewrite every sentence so that they end in the negative form. Don't forget to change adverbs when necessary.

1. これはきれいです。

これはきれいじゃないです。

2. これはおいしいピザです。よくたべます。

これはおいしいピザじゃないです。あまりたべません。

3. あのとしょかんはとてもいいです。いつもしずかです。すてきですね。

あのとしょかんはあまりよくありません。ぜんぜんしずかじゃないです。すてきじゃないですね。

4. あのスーパーはべんりです。まいにちいきます。やすいです。

あのスーパーはべんりではないです。ぜんぜんいきません。やすくないです。

じゃ・では are always interchangeable, as are ないです and ありません



Confirm your sentences by checking with classmates and/or reviewing class content.

Exercise 5.7

Write original sentences following the prompts, and then translate

1. Write a sentence that modifies a noun with a colour that is also a noun.

せんせいのほんはあのみどりのほんです。

Translation:

The sentence needs to have [color]の[noun] somewhere inside.

2. Write a sentence that ends in a な-adjecive (e.g., the cat is quiet).

このねこはしずかです。

Translation:

The sentence needs to end with [adjective]です. No な!

3. Write a sentence that uses a な-adjecive to modify a noun (e.g., quiet cat).

このしずかなねこはにくをあまりたべません。

Translation:

The sentence needs to have [adjective]な[noun] somewhere.

4. Write a sentence using どんな, and an answer to the question.

Q: どんなゲームをしますか。

A: たいていふるいゲームをします。

Translation:

どんな needs to attach directly to a noun in the question.

The answer requires an adjective.

5. Write a sentence using に to mark destination.

きょう、だいがくのとしょかんにいきます。

Translation:

If your verb **isn't** いきます, きます, or かえります, you probably made a mistake.

6. Write a sentence using で to mark location of action.

えいがをえいがかんであまりみません。

Translation:

If your verb **is** いきます, きます, or かえります, you made a mistake.

7. Write a sentence that uses a colour as an い adjective.

このあおいドレスはとてもたかいです。

Translation:

The colour should either appear before a noun (e.g., あかいほん) or directly before です.

WEEK SIX ・ だいろくしゅう

SAMPLE DIALOGUES ・ かいわ

Dialogue 6.1: Show and tell/ショーアンドテル


これはわたしのかぞくのしゃしんです。

あ、すてきなかぞくですね。

このきれいなひとはだれですか。おねえさんですか。



え？いいえ、あねじゃないですよ。

わたしのははですよ。

ええええ？おかあさんはなんさいですか。



それはシークレットですよ！



Dialogue 6.1: Translation



This is a picture of my family.

Ah, what a nice family.

Who is this pretty person? Is it your older sister?



Eh? No, that is not my older sister. It's my mom.

Whaaaaaaat? How old is she?



That's a secret!



Dialogue 6.2: Weekend Plans/しゅうまつのよてい


わ～い！きょうはきんようびですね。

しゅうまつはなにをしますか。

どようびのあさにえいがかんにいきます。

そして、ろくじに

わたしとおとうとはばんごはんをたべます。

にちようびにうちでテレビをみます。はるきさんは？



そうですね。きょうははちじにメルボルンにいきます。

わたしとちちとはははスタジアムでラグビーをみます。

そして、どようびにいもうともきます。

いそがしいしゅうまつですね！

いつかえりますか。



えっと、ごじにかえります。

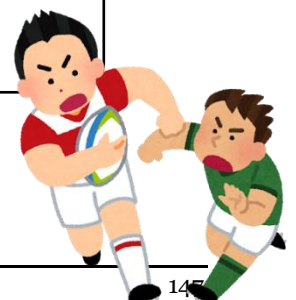
あ、えっと、すみません。

なんようびにかえりますか。



あはは、すみません。

にちようびのよるにかえります。



Dialogue 6.2: Translation



Yay! Today is Friday!
What will you do on the weekend Sarah?

Saturday morning I'm going to a movie.
Then, at 6 my younger brother and I will have dinner.
On Sunday I will watch TV at home.
How about you Haruki?



Hmmm. I'm going to Melbourne on Friday at 6.
Me, my mom, and my dad will see rugby at the stadium.
Also, on Saturday my younger sister will come too.

That's a busy weekend! When will you come home?



Um.... I will come home at five.

Ah, um, sorry. I mean, what day will you come home?



Ahaha, sorry.
I will come home on Sunday night.





VOCABULARY ・ ごい

Family Terms

あに	speaker's older brother
あね	speaker's older sister
いもうとさん	younger sister
おかあさん	mother
おとうさん	father
おとうとさん	younger brother
おにいさん	older brother
おねえさん	older sister
かぞく	family
こども	child/children
ちち	speaker's dad
はは	speaker's mom
りょうしん	parents

Remove さん for your younger siblings

Note the irregular spelling

Time-Related

あさ	morning
あさごはん	breakfast
ひる	afternoon
ひるごはん	lunch
よる	evening
ばんごはん	dinner
いま	now
ごご	p.m.
ごぜん	a.m.
へいじつ	weekday(s)
しゅうまつ	weekend

Verbs

おきます	wake up (by yourself)
かきます	to write/to draw
ねます	sleep
よみます	to read

Sentence Links

えっと	Umm..., uh...
これから	from now, after this
そして	and then, also
じゃ、	well then, if that's so

Generic Nouns

え	painting/drawing
ざっし	magazine
しょうせつ	novel
しんぶん	newspaper
てがみ	letter
まんが	manga
メール	mail, e-mail, SMS

Days of the Week

げつようび	Monday
かようび	Tuesday
すいようび	Wednesday
もくようび	Thursday
きんようび	Friday
どようび	Saturday
にちようび	Sunday



GRAMMAR ・ ぶんぽう

Grammar point 6.1: Family terms

Japanese has a more complex set of family terms than English. As you can see in the vocabulary list for this week, there are different words for referring to members of *your* family and members of *someone else's*. Compare the following sentences:

ちちはやさしいです。

[My father is kind.]

おとうさんはやさしいです。

[Your/their father is kind.]



Neither sentence *explicitly* includes “my”, “your”, or “their” (there is no の) because the use of ちち or おとうさん makes the difference clear. はは and おかあさん work similarly.

はははやさしいです。

[My mother is kind.]

おかあさんはきびしいです。

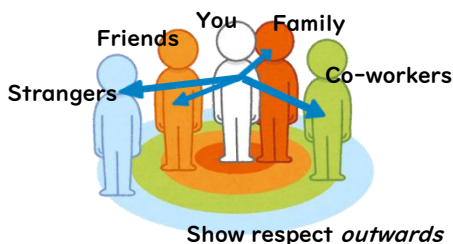
[Your/their mother is strict.]

ちえさんのおかあさんはやさしくありません。

[Chie's mother isn't kind.]



When talking to people **outside your family**, it is strange to refer to your own family members using a term that includes ~さん, as you want to show respect *outwards* in Japanese and use “humble” terms *inwards*. You should call your parents おとうさん and おかあさん to their faces though, as this shows respect *outwards* (you » your parents) too.



It is **absolutely wrong** to use terms like ちち or はは to refer to someone else's family. Always use the polite versions of family terms when talking about someone else's family. Using “humble” terms *outwards* is generally quite rude.

Japanese also has humble/polite words for younger/older brother(s)/sister(s).

あにはよくうんどうします。

[My older brother often exercises.]

あねはしずかなひとです。

[My older sister is a quiet person.]

いもうとはじゅうろくさいです。

[My younger sister is 16 years old.]

おとうとはだいがくせいです。

[My younger brother is a uni student.]

おにいさんはよくうんどうしますね。

[Your older brother often exercises, right?]

おねえさんはしずかなひとですか。

[Is your older sister a quiet person?]

いもうとさんはなんさいですか。


[How old is your younger sister?]

おとうさんもだいがくせいです。

[Your younger brother is a uni student too.]



Because of these word pairs, the words used in a questions about someone's family are often different from the words used to answer the question.



「おとうさんはよくあさごはんをつくりませんか。」
[Does **your father** often make breakfast?]

「いいえ、**ちち**はあまりりょうりをしません。」
[No, **my dad** doesn't cook much.]

「おにいさんのせんこうはなんですか。」
[What's **your older brother's** major?]

「そうですね。**あに**のせんこうはこくさいがくです。わたしもそうです。」
[Let's see... **my older brother's** major is international studies. I'm the same.]

「サムさんのおかあさんはすてきなひとですね。」
[Sam's **mom** is a nice person, isn't she.]

「そうですね。サムさんのおかあさんはとてもやさしいひとです。」
[I agree, that's true. Sam's **mom** is a very kind person.]

Sam's mom is "someone else's family" for both speakers.

Grammar point 6.2: Marking time with に

Japanese has a second に particle that marks time. You use it for specific times (e.g., 3:30), days (e.g., Sunday, Halloween), set time periods (e.g., lunch), or dates (e.g., January 3rd). However, this "time" に is **never** used with **relative times** (today, tomorrow, yesterday).

See page 153!

Before using に though, we need to learn how to express time in Japanese. To say "X o'clock" in Japanese, attach the suffix じ to a number. There are a few special cases though: 4:00 is よじ, 9:00 is くじ, and 7:00 is *only* しちじ. Don't say ななじ.

1	いちじ	7	しちじ
2	にじ	8	はちじ
3	さんじ	9	くじ
4	よじ	10	じゅうじ
5	ごじ	11	じゅういちじ
6	ろくじ	12	じゅうにじ

いまは**ろくじ**です。
[It is currently **6:00**.]

クラスは**くじ**です。
[The class is at **9**.]



Add ~はん after じ to indicate :30.

さんじはんはあまりよくないです。
[**3:30** isn't very good for me.]



To show that a *verb* happens at a specific time, simply mark the time with に.

たいていはちじにあさごはんを食べます。
[I usually eat breakfast at eight.]

This is the destination に. We can't use the same "role marker" particle twice in a sentence (more accurately, a clause), but these are different particles.

さんじにいきますか。
[Will you go at three?]

はい、さんじにとしょかんに行きます。
[Yes, I will go to the library at three.]



きょう、じゅうじはんねます。
[Today, I'll sleep at ten thirty.]

If we want to be more specific, we can add ごぜん before the time to indicate "a.m." or ごご to indicate "p.m.". We can also add ごろ after the time to indicate "about".

きょう、ごぜんはちじはんにとしょかんでコーヒーをのみます。
[Today, I will drink coffee at the library at 8:30 a.m.]

あ、すみません。ごごごじごろにかえります。
[Ah, sorry. I will go home at around 5 p.m.]



The question "what time is it" is なんじ (literally "what hour"). The [X]はなんじですか form simply means "what time is X". **We don't use に with "です (is)" sentences.**

X	は	なんじ	ですか。
"What time is X"			

えいがはなんじですか。
[What time is the movie?]

(えいがは)よじです。
[(The movie) is at 4.]



If you attach なんじ to に and add a verb, you instead ask "when does (person) do [verb]?".

なんじ	に	(X を)	[Verb]
"When does (someone) [verb] (X)?"			

なんじにえいがをみますか。
[What time will we watch the movie?]

(えいがを)よじにみます。
[We will watch (the movie) at 4.]



We also use に with days of the week to indicate that something happens on a particular day. The full list of days of the week is in the **vocabulary list for this week**.

エリックさんはいつもげつようびにだいがくでにほんごをべんきょうします。
[Eric always studies Japanese at uni on Monday.]



To ask “what day”, use なんようび (“what day”) or いつ (generic “when”). Like なんじ, The phrase なんようび, is either used before ですか or with に+[verb].

「れきしのクラスはなんようびですか。」 [“What day is history class?”]	「きんようびです。」 [“It is Friday.”]
「なんようびにいきますか。」 [“What day will you go (on)?”]	「えっと、どようびにいきます。」 [“Um... I’ll go on Saturday.”]

いつ instead **never uses the time particle** に. いつ just means “when”, and is therefore more open than なんじ・なんようび, but also less specific. Questions using いつ can be answered by giving times, dates, or even generic terms like “morning” or “tomorrow”.

「パーティーはいつですか。」 [“When is the party?”]	「ごごろくじです。」 [6 p.m.]
--	------------------------



「いつにほんにいきますか。」 [“When will you go to Japan?”]	「ごごしちじはんにいきます。」 [“I’ll go at 7:30 p.m.”]
	「にちようびにいきます。」 [“I’ll go on Sunday.”]



Don't get tricked! This is the に in にほん, not the particle.

Time, day, and generic terms are all possible answers.

Once again, **relative times**, such as きよう, いま, and あした **do not** use the particle に. However, combinations like きようのよる that mark a **specific part** of a day **do** need に.

「サムさんはいつきますか。」 [“When will Sam come?”]	「あしたきますよ。」 [“He’s coming tomorrow.”]
	「あしたのよるにきますよ。」 [“He’ll come tomorrow evening.”]



Relative times are times whose meaning changes depending on when you say them. For instance, today tomorrow is tomorrow, but tomorrow will be today tomorrow. Friday, in contrast, is always Friday.

Finally, you can use に for location *and* time in one sentence because they are different particles, but you can only mark **one** time or destination **per sentence!** Connect multiple times or destinations via の (Friday’s 6:00) or と (3:00 & 5:00, see next page).



きんようびにいきます。 [I will go on Friday.]	ごぜんろくじにいきます。 [I will go at 6 AM]
きんようびのごぜんろくじにいきます。 [I will go on Friday’s 6 AM]	

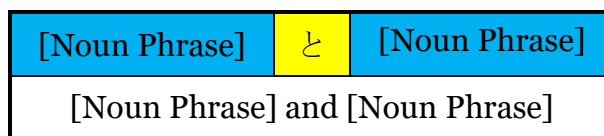
Grammar point 6.3: Marking “and” with と and や

The particle と is a limited form of “and”. In English “and” can do many things:



Connect nouns/noun phrases:	a big dog and a small cat
Connect adjectives:	a big and fluffy dog
Connect verbs:	I will run and jump
Combine two sentences into one:	I’m Australian and I study Japanese.

In Japanese, however, と **only connects nouns and noun phrases**. We therefore need to be careful using it to replace the English “and”, because it only occurs in one structure:



This [Noun Phrase と Noun Phrase] structure becomes one **single noun phrase**. Particles therefore mark the whole combination just like if it was only one noun:

は

サムさんとまりこさんはあそこでべんきょうします。
[Sam and Mariko study over there.]

ははとちちはにほんじんです。でも、わたしはオーストラリアじんです。
[My mom and dad are Japanese. But I’m Australian.]

に

げつようびとかようびにうんどうします。
[I exercise on Mondays and Tuesdays.]

ごぜんはちじとごごにじにとしょかんでべんきょうします。
[I will study at the library at 8 a.m. and 2 p.m.]

で

にほんとちゅうごくでかいものをします。
[I will shop in Japan and China.]

たいていバスとメトロでほんをよみます。
[I usually read books on the bus and metro.]

を

あさにコーヒーとミルクをのみます。
[I drink coffee and milk in the morning.]

ベジタリアンはにくとさかなをたべません。
[Vegetarians do not eat meat and fish.]





Just like の, と can be used multiple times within a single noun phrase:

わたしとマイクさんとキムさんはとしょかんにいきます。
[Me and Mike and Kim will go to the library.]

にほんのおんがくとかんこくのおんがくとイギリスのおんがくをききます。
[I listen to Japanese music, and Korean music, and British music.]



The particle や is an open-ended version of と. While と implies a closed list, や implies that you are giving a few examples from a larger, open list.

なにをたべますか。
[What will you eat?]

ピザとパスタを食べます。
[I will eat pizza and pasta (and that's it).]
ピザやパスタを食べます。
[I will eat pizza and pasta (and similar stuff).]

どんなほんをよみますか。
[What books do you read?]

ホラーとロマンスのほんをよみます。
[I read horror and romance (and that's it).]
ホラーやロマンスのほんをよみます。
[I read horror and romance (among others).]

なにをかいますか。
[What will you buy?]

トマトとレタスをかいます。
[I will buy tomatoes and lettuce (and that's all).]
トマトやレタスをかいます。
[I will buy tomatoes and lettuce (and other veg).]



Grammar point 6.4: The topic particle は

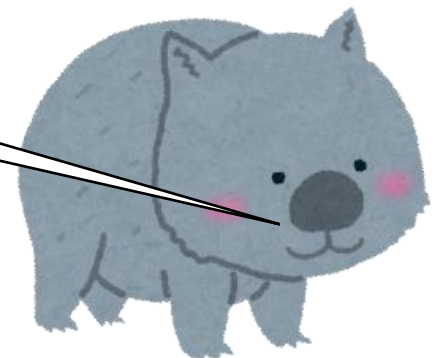
Our final grammar point this week expands our understanding of は. In Week 1, we learned that は marks the **topic** of the sentence. At that time, we treated a topic as similar to a **subject**. In many cases this is still okay. For instance, in the sentence below “*watashi*/I” is arguably the topic **and** the subject of the sentence.

わたしはオーストラリアじんです。
[I am an Australian.]
[Topic: I, Subject: I]

However, what about a sentence like this?

きょうはなにをしますか。

Obviously, the above sentence can't mean “What will today do?”





Understanding きょうはなにをしますか。 requires understanding the difference between a **topic** and a **subject**. The **topic** of a sentence is the primary focus of the speaker/writer. This may or may not be the **subject** (which *does* the verb or *is described by* an adjective).

Moving forward, we highly recommend you translate は as “as for” or “when it comes to”. For instance, きょうはなにをしますか。 would be “**As for today**, what are **you** going to do?”. The **subject** of “you”, is **implied/dropped** here as it is treated as obvious.



きょうはなにをしますか。
[Natural: What will you do **today**?]
[Literal: **As for today**, what will you do?]
[Topic: **Today**, Subject: You]

You are the subject, but **today** is the topic. **Today** or **Today's plan** is what we are talking about. We *could* say 「きょうはあなたは」, but this would be wordy and/or unnatural. Japanese tries to avoid 2 uses of は in the same sentence. あなたはきょうなにを... is ok, but changes the focus from **today('s plan)** to **you**.

The use of は as a topic marker is especially common with time phrases like いま、よる、 and きょう. **Any noun** can become a topic via は, even when the word normally takes no particle (like きょう!). Remember though: **questions/question words can't be topics**.

あさはなにをたべますか。
[Nat. English: What do (you) eat in the **morning**?]
[Literal: **As for the morning**, what do you/we eat?]

Subject: A person (probably you)
Topic: The morning

あさは (あなたは) なにをたべますか。
If we “unpack” the full sentence, there is a hidden “second は”
However, Japanese prefers sentences with only one は.

Or, more likely, a hidden が.
See **Chapters 7 & 9**.

かようびはどこでべんきょうしますか。
[Nat. English: Where will (person) study on **Tuesday**?]
[Literal: **As for Tuesday**, where will (person) study?]

Subject: A person (probably you)
Topic: Tuesday('s plans)

Let's look at a few more examples, this time within conversations :

しゅうまつはなにをしますか。
[What are you going to do **on the weekend**?]

The focus of this conversation is the weekend's plans. Pronouns are implied through context instead of stated.

そうですね。(しゅうまつは)ともだちのうちでおさけをのみます。
[Let's see... (**As for this weekend**), I will drink alcohol at my friend's house.]

いまはどこにいきますか。
[Where are you going **now**? (Lit: **As for now**, where go?)]

これからかえります。そして、うちでべんきょうします。
[From now I'm going home. And then I'll study at home.]





CULTURE NOTE ・ ぶんかのしょうかい

Major Japanese Holidays & Festivals

As we learned to mark time this week, let's learn some major Japanese holidays/festivals:

January

しょうがつ — The New Year period. New Year's Day is *がんとん* or *がんどつ*

せいじんのひ — Coming of Age Day. Held for 20 year olds on the second Monday.



February

けんこくきねんび — National Foundation Day. Held on February 11th to celebrate Japan.

May

けんぽうきねんび — Constitution Day. Held on May 3rd to commemorate the constitution. Along with *しょうわのひ* (Emperor Showa Day), and other holidays, it is part of the 5-day “Golden Week” break that runs from 29th of April to the 5th of May.



July/August

たなばた — The “Star Festival” generally begins on the 7th of July, but is celebrated with festivals at different times around Japan.



おぼん

— *おぼん* is a major event celebrating the spirits of ancestors. It is a three-day event held at different times throughout various regions of Japan (around the 15th-18th of July or August). It usually involves festivals that include a local dance, and trips to ancestors' graves.



September

けいろうのひ — “Respect for the Aged Day”, held on the third Monday.

November

ぶんかのひ — “Culture Day”. Held on November 3rd, the day the current constitution was signed.

しちごさん — A day celebrating 3 and 7 years old girls, and 5-year old boys.



WEEK 6 WORKBOOK ・ ワークブック 6

Exercise 6.1

Using hiragana, write the times displayed on each clock.



Exercise 6.2

Read the passage below, and then fill out the table and questions below in English. You may need to use a dictionary to read the **highlighted** words.

きょうはごぜんろくじはんにおきます。そして、しちじにうちであさごはんをたべます。あさごはんはたいてい**たまご**と**トースト**をたべます。ときどき**ヨーグルト**もたべます。そして、はちじはんごろだいがくにいきます。

くじにほんごをだいがくのクラスでべんきょうします。せんせいはおもしろいです。でも、ちょっと**こわい**です。じゅういちじに**けいざい**のクラスにいきます。つまらないです。

たいていいちじごろにひるごはんをたべます。よくだいがくのきっさてんでたべます。でもきょうはあたらしいレストランでたべます。そして、にじごろにとしょかんでわたしのノートやきょうかしょをよみます。ごじごろにかえります。いそがしい**いちにち**ですね！

	Wake up
	Eat breakfast
	Go to Japanese class
11:00	
	Eat lunch
Around 2:00	
	Go home

What does the author eat for breakfast?: _____

How do they feel about their Japanese teacher?: _____

Where will the author eat lunch *today*?: _____

Exercise 6.3

Choose the correct particles so that the English and Japanese sentences match.

1. Mike and I will eat in my room.

マイクさん「は・と・を」わたし「は・と・を」へや「を・に・で」たべます。

2. On Tuesday at 6 o'clock I will go to university.

かようび「に・で・の」ろくじ「に・で・を」だいがく「に・で・を」いきます。

3. Dad will go to the café. Then, he will buy coffee there.

ちち「を・は・と」きつさてん「に・を・で」いきます。
そして、そこ「に・を・で」コーヒー「に・を・で」かいます。

4. The tests are at 6 PM and 9:30 PM.

テスト「は・を・に」ごごろくじ「に・は・と」ごごくじはんです。

Exercise 6.4

Choose the correct particle from each pair [A · B], and then translate the sentence:

1. きょうは、ひるごはん[と・を]うち[で・に]たべますか。

2. いつも[X・に]なんじ[で・に]おきますか。

3. ろくじはん[に・は]かえります。そして、ばんごはん[に・を]つくります。

4. ちち[と・は]はは[と・は]よくしゅうまつ[に・を]こうえん[に・で]いきます。


5. いつ[に・X]ねますか。

6. きょう[に・は]コーヒー[は・や]おちゃ[や・を]のみます。


Exercise 6.5

For each pair of sentences, write either a question or answer to complete the dialogue. Make sure to pay attention to whose family member is being discussed.


1.




いいえ、はははあまりばんごはんをつくりません。




2.




おにいさんはいま、だいがくせいですか。




3.




いもうとさんはたいていなんじにかえりますか。




4.




はい、あねはまいにちコーヒーをのみます。




5.




おとうさんはなんさいですか。



6.



きんようびは、どこでばんごはんをたべますか。



Exercise 6.6

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence which ends with **です** and includes a time of day.

Translation:

2. Write a sentence which uses a time of day marked by **に**

Translation:

3. Write a sentence which uses a day of the week marked by **に**

Translation

4. Ask a question about someone else's family member, and have them answer.

Q: _____

A: _____

Translation

5. Write a sentence which includes **two** noun phrases that include **と** or **や**.

Translation

6. Use **なんじ** or **なんようび** in a question, rewrite it using **いつ**, and then answer it.

Q1: _____

Q2: _____

A: _____

Translation

WEEK 6 WORKBOOK ANSWER KEY ・ ワークブック 回答集 6

Exercise 6.1

Using hiragana, write the times displayed on each clock.



ろくじ



じゅうにじ



じゅうじはん



いちじ



よじ



くじ



ろくじはん



にじはん



よじはん



にじごろ

Exercise 6.2

Read the passage below, and then fill out the table and questions below in English. You may need to use a dictionary to read the **highlighted** words.

きょうはごぜんろくじはんにおきます。そして、しちじにうちであさごはんをたべます。あさごはんはたいてい**たまご**と**トースト**をたべます。ときどき**ヨーグルト**もたべます。そして、はちじはんごろだいがくにいきます。

くじににほんごをだいがくのクラスでべんきょうします。せんせいはおもしろいです。でも、ちょっと**こわい**です。じゅういちじに**けいざい**のクラスにいきます。つまらないです。

たいていいちじごろにひるごはんをたべます。よくだいがくのきっさてんでたべます。でもきょうはあたらしいレストランでたべます。そして、にじごろにとしょかんでわたしのノートやきょうかしょをよみます。ごじごろにかえります。いそがしい**いちにち**ですね！

6:30	Wake up
7:00	Eat breakfast
9:00	Go to Japanese class
11:00	Go to economics class
About 1:00	Eat lunch
Around 2:00	Read notes and textbook @ library
About 5:00	Go home

What does the author eat for breakfast?: Eggs and toast.

How do they feel about their Japanese teacher?: Interesting but a little scary.

Where will the author eat lunch *today*?: A new restaurant.

Exercise 6.3

Choose the correct particles so that the English and Japanese sentences match.

1. Mike and I will eat in my room.

マイクさん「は・と・を」わたし「は・と・を」へや「を・に・で」たべます。

2. On Tuesday at 6 o'clock I will go to university.

かようび「に・で・の」ろくじ「に・で・を」だいがく「に・で・を」いきます。

3. Dad will go to the café. Then, he will buy coffee there.

ちち「を・は・と」きつさてん「に・を・で」いきます。
そして、そこ「に・を・で」コーヒー「に・を・で」かいます。

4. The tests are at 6 PM and 9:30 PM.

テスト「は・を・に」ごごろくじ「に・は・と」ごごくじはんです。

Exercise 6.4

Choose the correct particle from each pair [A · B], and then translate the sentence:

1. きょうは、ひるごはん[と・を]うち[で・に]たべますか。

Today will you eat lunch at home?

2. いつも[X・に]なんじ[で・に]おきますか。

What time do you always get up?.

3. ろくじはん[に・は]かえります。そして、ばんごはん[に・を]つくります。

I will go home at 6:30. Then, I will make dinner.

4. ちち[と・は]はは[と・は]よくしゅうまつ[に・を]こうえん[に・で]いきます。

(My) Mom and dad often go to the park on the weekend.

5. いつ[に・X]ねますか。

When will/do you sleep?

6. きょう[に・は]コーヒー[は・や]おちゃ[や・を]のみます。


Today, I will drink coffee and tea (and maybe other things like that).

Exercise 6.5

For each pair of sentences, write either a question or answer.
Make sure to pay attention to whose family member is being


Your answers might differ for some questions, but should be mostly similar. In particular, make sure you used the right family terms.

1.




おかあさんはよくばんごはんをつくれますか。

いいえ、はははあまりばんごはんをつくりません。




2.




おにいさんはいま、だいがくせいですか。

はい、あにはいまだいがくせいです。




3.




いもうとさんはたいていなんじにかえりますか。

いもうとはたいていごごろくじはんにかえります。




4.




おねえさんはまいにちコーヒーをのみますか。

はい、あねはまいにちコーヒーをのみます。




5.




おとうさんはなんさいですか。

ちちはろくじゅうななさいです。




6.



きんようびは、どこでばんごはんをたべますか。

(ちちは)たいていきんようびにレストランでたべます。





Confirm your sentences by checking with classmates and/or reviewing class content.

Exercise 6.6

Write original sentences following the prompts, and then translate.

1. Write a sentence which ends with **です** and includes a time of day.

きょうのじゅぎょうはろくじです。

Translation:

2. Write a sentence which uses a time of day marked by **に**

あした、ごごいちじにひるごはんをたべます。

Translation:

If the sentence ends in **です** you've made a mistake.

3. Write a sentence which uses a day of the week marked by **に**

きんようびにぜんぜんうんどうしません。

Translation

If the sentence ends in **です** you've made a mistake.

4. Ask a question about someone else's family member, and have them answer.

Q: おとうさんはなんさいですか。

A: ちちはろくじゅうにさいです。

Translation

Change from polite to humble between Q and A.

5. Write a sentence which includes **two** noun phrases that include **と** or **や**.

きょう、ちちとはははこうえんときっさてんにいきます。

Translation

Change from polite to humble between Q and A.

6. Use **なんじ** or **なんようび** in a question, rewrite it using **いつ**, and then answer it.

Q1: ばんごはんをいつつくりですか。

Q2: ばんごはんをなんじにつくりですか。

A: (ばんごはんを)ろくじはんにつくります。

Translation

The sentences should be mostly identical, except **いつ** takes no particle.

WEEK SEVEN ・ だいななしゅう

SAMPLE DIALOGUES ・ かいわ

Dialogue 7.1: I don't like chicken/とりにくがすきじゃないです。


うわ～、このサラダのなかにとりにくがあります。

う～ん。

しんじさんはとりにくがきらいですか。



はい、とりにくがすきじゃないです。まずいです。

でも、ぶたにくもぎゅうにくもすきです。

まりさんはどんなにくがすきですか。



とりにくもぶたにくもぎゅうにくもすきです。

わたしはきょうビーフサラダをかいました。

でも、とりにくもだいすきですよ。

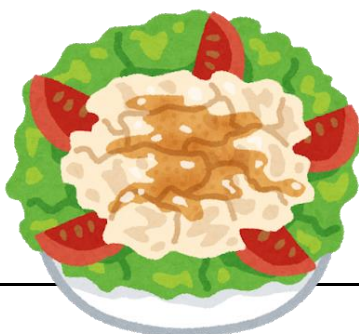
じゃ、わたしはそのサラダを食べます。

わたしのビーフサラダをどうぞ。



ええ？ありがとうございます。

まりさんはとてもしんせつですね。



Dialogue 7.1: Translation



Oh no, my salad has chicken in it. Ugh.

Do you hate chicken Shinji?



Yeah, I don't like chicken. It's gross.

But I like pork and beef.

Mari, what kind of meat do you like?



I like beef and pork and also chicken!

Today I bought a beef salad. But I love chicken too!

Ah, I will eat your salad.

Here, have my beef salad.



Eh? Thank you so much.

You are very kind Mari.



Dialogue 7.2: My apartment/わたしのアパート


たなかさんのへやはどんなへやですか。

へやのなかになにがありますか。

わたしのへやはとてもいいです。

でも、とてもせまいです。

へやのなかにつくえとベッドとれいぞうこがあります。

れいぞうこはベッドのみぎにあります。

つくえはれいぞうこのまえにあります。

よくそのつくえでべんきょうします。



れいぞうこがありますか。いいですね。

さちこさんのアパートにれいぞうこがありますか。



いいえ、ありません。

ぜんぜんりょうりをしません。

わたしはいつもレストランでたべます。

とてもたかいですよ。



Dialogue 7.2: Translation



Tanaka, what kind of room is your room?
What is inside your room?

My room is very nice. But it's very small.
In the room there is a desk, bed, and fridge.
The fridge is to the right of the bed.
The desk is in front of the fridge.
I often study at that desk.



You have a fridge? That's nice.

Is there a fridge in your apartment Sarah?



No, there isn't.
I don't cook at all. I always eat at restaurants.
It is very expensive.



VOCABULARY ・ ごい

General Nouns

いけ	pond
いす	chair
うさぎ	rabbit
うみ	sea, ocean
カメラ	camera
クッキー	cookie
き	tree
ケータイ	cell phone
スマホ	smartphone
ぎゅうにく	beef
ぎゅうにゅう <i>or</i> ミルク	milk
サラダ	salad
しゅくだい	homework
つくえ	desk
テーブル	table
ドア	door
とり(にく)	bird (chicken)
はこ	box
ぶた(にく)	pig (pork)
ふとん	futon
ベッド	bed
れいぞうこ	fridge

Adverbs

たくさん	lots
すこし	a little

Relative Locations

あいだ	in between
うえ	above
うしろ	behind
した	below
ちかく	nearby
となり	next to
なか	inside
ひだり(がわ)	left (side)
まえ	in front of
みぎ(がわ)	right (side)

Verbs

あります	to exist (inanimate)
います	to exist (animate)



GRAMMAR ・ ぶんぽう

Grammar Point 7.1 – Likes and Dislikes

Our first grammar pattern this week is used to say that someone likes or dislikes something. While this is fairly simple to do in Japanese, it does require a new grammar pattern and particle. We will revisit this pattern in **Week 9.3**.

[Person]	は	[Thing]	が	すき きらい	
は marks the topic , which is who (dis)likes something		が marks the subject , which is what is (dis)liked		すき = like きらい = dislike	です。

わたしは **は** おちゃ **が** すきです。

[I **like** tea.]

トムソンせんせい **は** にほんご **が** すきです。

[Mr. Tomson **likes** Japanese.]

こども **は** やさい **が** きらいです。

[(The) children **dislike** vegetables.]



The prefix **だい** can be added before **すき** and **きらい** to change them to love/hate.



は **は** は、このえい **が** **だい** すきです。でも、ちち **は** **だい** きらいです。

[My mother **loves** this movie. However, my dad **hates** it.]

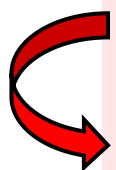
For questions, add **ですか** to **すき**・**きらい** to create a yes/no question. Use **だれ**・**なに**・**どこ** or **どんな**+**[NOUN]** before **が** to ask open ended questions.

「ビール **が** **きらい** ですか。」 「いいえ、**すき** ですよ。でもきょうはのみません。」
 [“Do you **dislike** beer?” “No, I **like** it. But I’m not drinking today.”]

「**どんな** おんがく **が** **すき** ですか。」 「クラシック **が** **すき** です。」
 [“What kind of music do you **like**?” “I **like** classical.”]

「ちえさんは **だれ** **が** **すき** ですか。」
 [“Chie, **who** do you **like**?] or [“Who does Chie **like**?”]

「(えみさん **が**) **すき** です。」
 [“Emi.] or [She/I **like** Emi.”]



Although this like/dislike structure is simple on paper, there is a hidden complication! While “XはYがすきです” is often translated as “X likes Y”, すき **and** きれい **are not verbs**. Both are な adjectives! Remember: です itself is the verb in [X]は[Y]です patterns.

As a result, the literal translation of “XはYがすきです” is more like: “As for X, Y is likeable”. This would sound odd in English, but is normal in Japanese. Basically, は marks the **topic** (what we talk about), and が marks the **subject** (what the adjective describes).

わたしはおさけがすきです。

[Natural English: I like alcohol.]

[Literal: As for me, alcohol is likeable.]

サムさんはわたしのいぬがきらいです。

[Natural English: Sam hates my dog.]

[Literal: For Sam, my dog is unlikable.]



In English, the verbs here are “like/hate”, but in Japanese the verb is just “is/am/are”

Since すき・きれい are な adjectives and not verbs, you need to conjugate accordingly.

このえいががだいすきです。

でも、あにはあまりすきじゃないです。

[Natural English: I love this movie. But my older brother doesn't like it.]

[Literal: As for me, this movie is loveable. But it isn't likeable for my older brother.]



And すき・きれい can also modify nouns by connecting to them via な!

すきなえいはなんですか。

[Natural English: What's your favorite movie?]

[Literal: As for your liked movie, what is it?]

カレンさんのすきなひとはマイケルさんですか。

[Natural English: Is Karen's crush Michael?]

[Literal: As for Karen's liked person, are they Michael?]



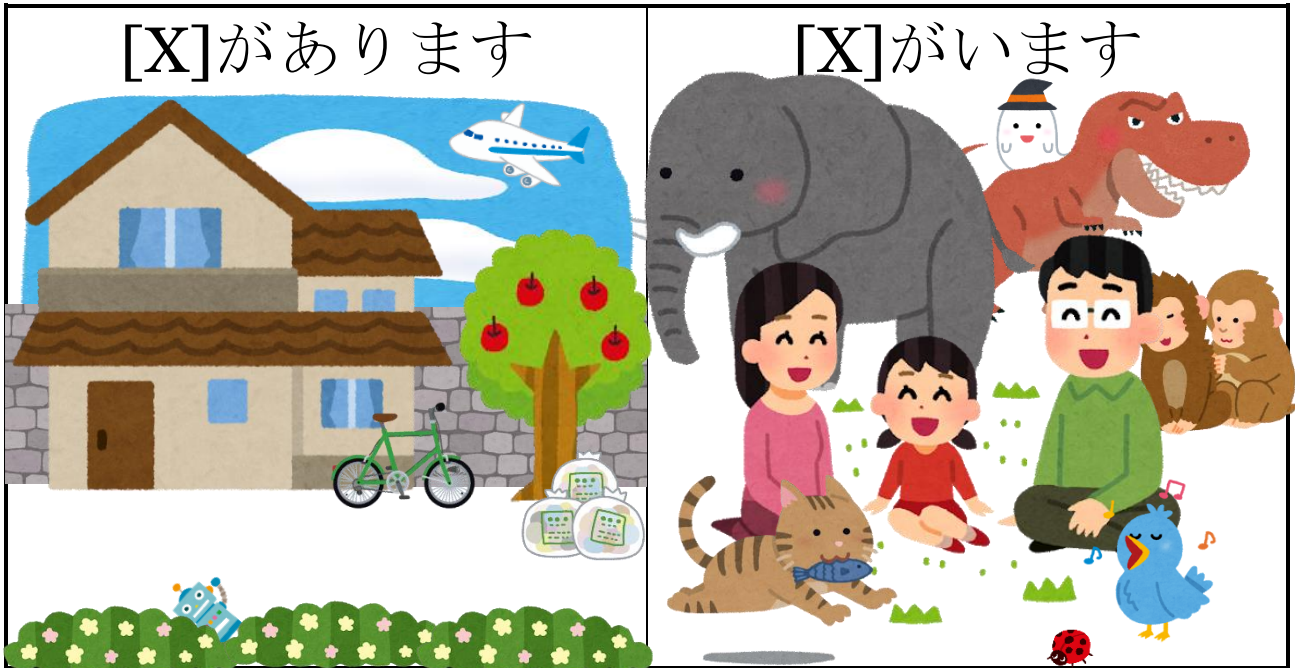
In short, in these “XはYが[adjective]” forms, we are actually looking at a new grammar structure. This structure will be used more in **Week 9** and in JPNS1020.

[Topic]	は	[Thing/Person]	が	[Adjective]
は marks the topic. The topic is what we are talking about.		が marks the subject. Everything after が describes the subject.		The adjective describes whatever is marked by が.

Grammar point 7.2: あります and います

We have two new verbs this week: あります and います. These verbs are different from the verbs we have learned so far in that they are **never** used with を.

あります and います have two meanings: **to have/own** and **to exist/be** (as in “is/are”). Inanimate objects require あります, and animate things (capable of self-aware movement) use います. **This is not simply alive/not alive**; trees, fruit, brains, etc., use あります.



Grammar point 7.2.a: Expressing location of existence

We will learn three constructions using あります・います this week. The first is used to state that something **is/exists at** a particular location. This is similar to “there is/there are” in English. When using this form, the **thing that exists** is considered a **subject** and therefore marked with が. **The location where something exists** is marked with に.

[Place]	に	X	が	あります or います。
There is/are X in [Place].				

れいぞうこにぎゅうにゅうがありますか。
[Is there milk in the fridge?]

はい、(れいぞうこに)ありますよ。
[Yes, there is (in the fridge).]

マッコーリーだいがくにとしょかんときれいな池があります。
[There is a library and a pretty pond at Macquarie University.]





このこうえんにとり **が** たくさん **います** よ。ときどきいぬ **も** います。
[There are lots of birds in this park. Sometimes, there are dogs too.]

も can replace が just like は.

きょうはどようびです。だいがく **に** かくせい **が** あまり **いません**。
[Today is Saturday. There aren't many students at the university.]

As you may have noticed, “There is/there are” style sentences have no topic. Normally, **は** is **not used** in “there is/are sentences”. However, you can use **は** **instead of** **が** to say “The [specific item] is in/at [location]” rather than “there is/there are X at [location]”.

[Place]	に	X	が	あります or います。
There is/are X in [Place].				

No topic.
Uses が

Has topic.
Uses は

X	は	[Place]	に	あります or います。
As for X, it/they is/are in [place].				

Compare the uses of [X]は vs. [X]が below:

シドニー **に** マッコリー **だいがく** **が** あります。 [In Sydney, there is Macquarie Uni.]

マッコリー **だいがく** **は** シドニー **に** あります。 [Macquarie Uni. is (or exists) in Sydney.]

In the second sentence, we are talking about Macquarie.

つくえ **に** ペン **が** あります。 [There are pens in the desk.]

ペン **は** つくえ **に** あります。 [As for the pen(s), they are in the desk.]

In the second sentence, specific pens are being discussed.

Finally, there are 3 ways to make questions using this form:

1. Add **か** to make a yes/no question:

くるま **に** ねこ **が** いますか。 [Is there a cat inside the car?]

2. Use **が** to mark a question word like **だれ**, **なに**, or **どんな** + noun.

くるま **に** **だれ** **が** いますか。 [Who is (or exists) in the car?]

3. Change the location to **どこ** + **に**.

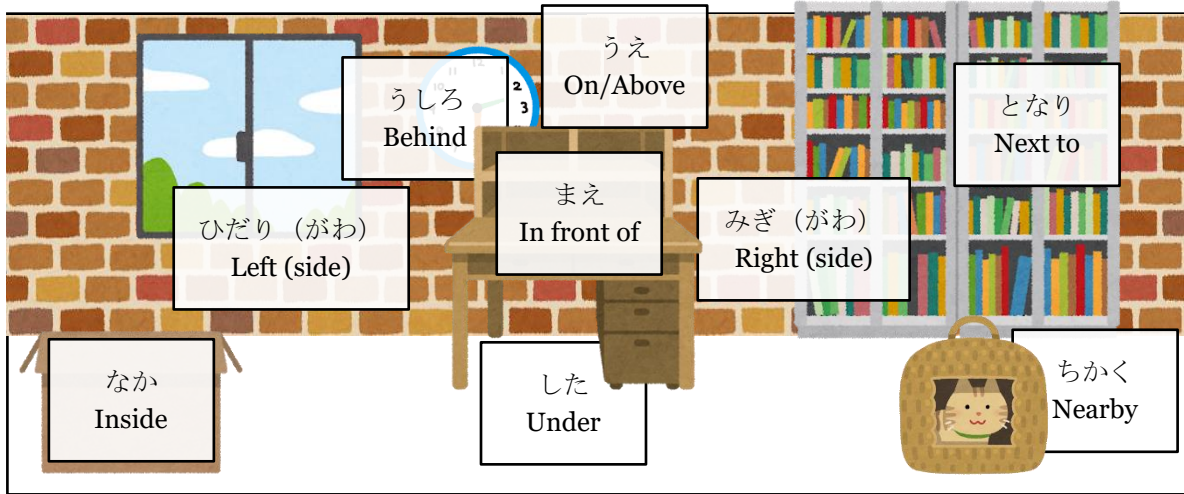
くるま **は** **どこ** **に** ありますか。 [Where is the car?]



English hides many features of the Japanese grammar.
A literal translation might be
“As for the car, at where exists?”

Grammar point 7.2.b: Expressing relative location

Our second discussion this week is how to express **relative location**. To do this, attach の + a **relative location term** (see below) to a place, and then mark the whole phrase with に.



As before, when saying “there is/there are” we do not use は. Only use は to say “As for X, it/they is/are to the Y of the Z”.

See the examples below:



はこのなかにうさぎがいます。

[There is a rabbit inside the box.]

Literally:
“At the box’s inside,
a rabbit exists”

はこのまえにじしょがあります。

[There is a dictionary in front of the box.]

はこのうしろにまどがあります。

[There is a window behind the box.]

じしょのみぎにケータイがありますか。

[Is a cell phone to the right of the dictionary?]

ケンさんはテーブルのみぎがわにいます。

[Ken is on the right side of the table.]

ミルクはテーブルのしたにありますか。

[Is the milk below the table?] (はい、あります。)

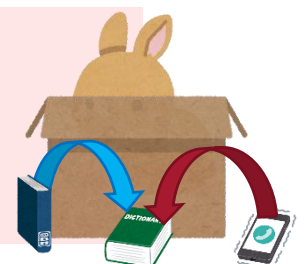
The only exception is あいだ (“in between”), which follows **two** places connected by と.

ほん^とケータイのあいだにじしょがあります。

[There is a dictionary between the book and the cell phone.]

ゆうびんきょくはきつさてんとえきのあいだにあります。

[The post office is between the café and the station.]



Grammar point 7.2.c: Expressing ownership

Our final use of the subject marker **が** is to express ownership. Here the owner is marked with **は**, and the owned item is marked with **が**.

[Person]	は	[Thing]	が	あります <i>or</i> います。
[Person] has [Thing] / As for [Person], [Thing] exists.				



せんせい **は** くるま **が** あります。
[The teacher has a car.]

Cars are not animate. Use **あります**.

わたし **は** あに **が** います。
[I have an older brother.]

Brothers are animate. Use **います**.

As always, the topic (here = owner of the object) can be dropped if it is obvious.

おにいさんやおねえさん **が** いますか。
[Do you have older sisters, brothers, etc.?]



If we want to talk about owning/having something in a specific place, we can insert **に**.

[Person]	は	[Place]	に	[Thing]	が	あります <i>or</i> います。
[Person] has [Thing] in [Place].						

Compare the pairs below:



サムさん、アパート **が** ありますか。
[Sam, do you **have** an apartment?]

サムさん、にほん **に** アパート **が** ありますか。
[Sam, do you **own** an apartment **in** Japan?]

ちえさん **は** ねこ **が** いますよ。
[Chie **has** a cat.]

いま、ちえさん **は** かばん **に** ねこ **が** いますよ！
[Chie **has** a cat **in** her bag right now!]

Just like other particles, we can drop elements marked by **が** when they are obvious:

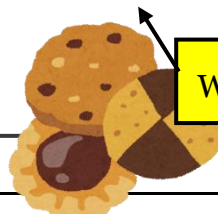


「かやさん、すみません。たべもの **が** ありますか。」
[“Kaya, excuse me! **Do** you **have** any food?”]

「あ、クッキー **が** ありますよ。でも、かばん **に** ありません。くるま **に** あります。」
[“Ah, I **have** cookies. But, I **don't have** any **in** my bag. **They are** **in** my car.”]



「あ、そうですか。」
[“Ah, is that so?”]



We don't need to use **クッキーが** again.

To close the chapter, let's compare all the forms we learned.

1. To say that someone **likes or dislikes** something, use:

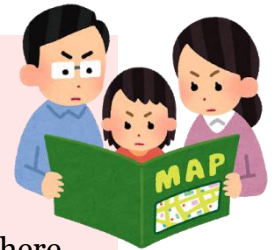


[Person]	は	[Thing]	が	すきです。 きらいです。
は marks the topic (who (dis)likes X)		が marks the subject (what is (dis)liked)		すき = like きらい = dislike

Remember that in English, we usually translate すき and きらい using verbs, but in Japanese we are actually using な adjectives. The verb in the sentence is です.

2. To say that **there is/are** something at a location, use:

[Place]	に	X	が	あります or います。
There is/are X in [Place].				



Here, there is **no topic**. We are simply stating that something exists somewhere.

3. To instead say that “[specific object] is in/at a location”, use:

X	は	[Place]	に	あります or います。
X is/are in [place] / As for [X], it is in/at [place].				

In this form, we are talking about a **specific person or item**. Here, は (=as for) often functions like “the” in English, indicating a known item/person/thing.

4. We can also expand on both Form 2 & 3 by adding relative locations like “above”.

[Place]の[Relative location]	に	X	が	あります or います。
OR				
X	は	[Place]の[Relative location]	に	あります or います。

5. Finally, to express ownership, use:

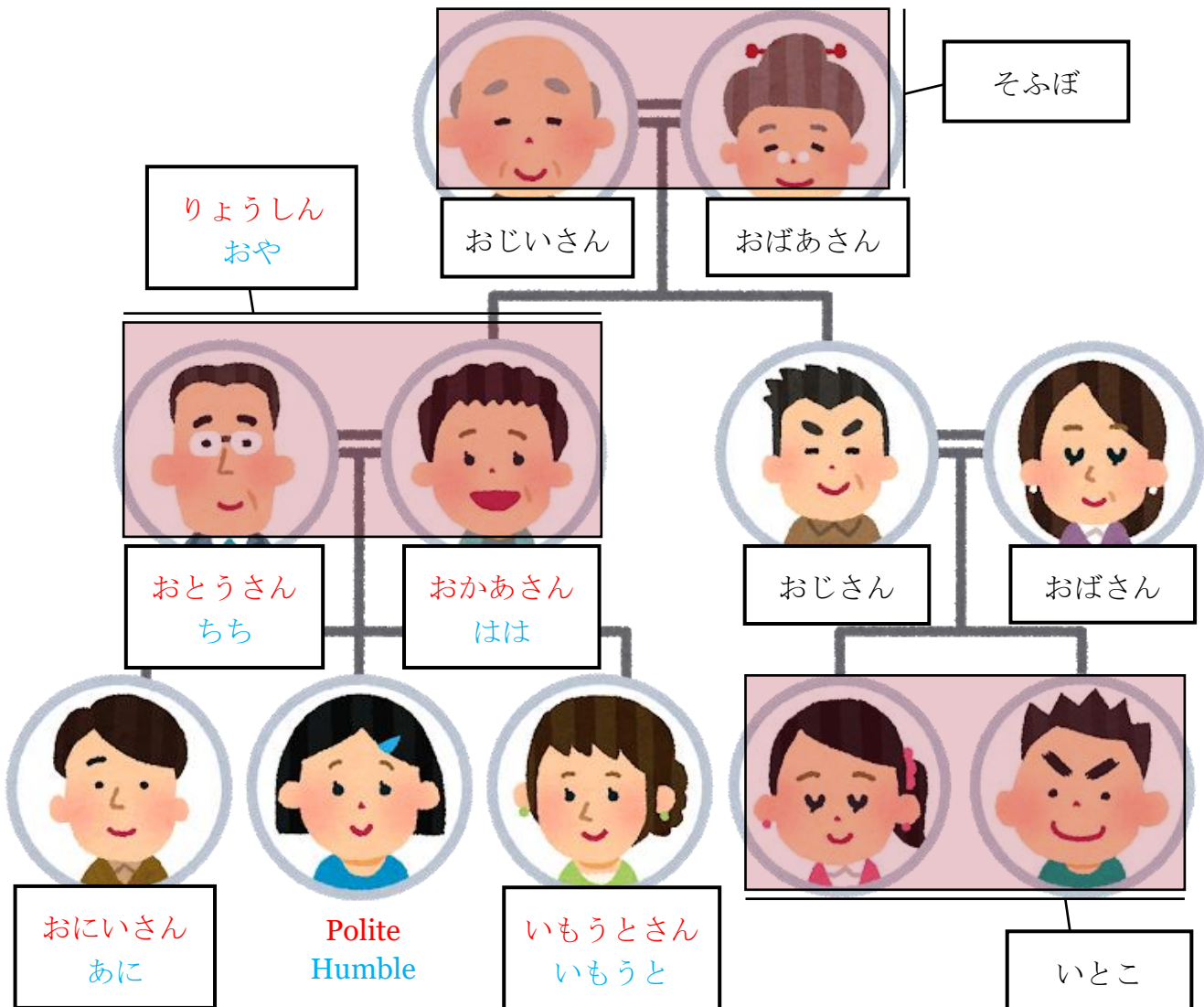
[Person]	は	[Thing]	が	あります or います。
[Person = topic] has/owns [Thing = subject].				



CULTURE NOTE ・ ぶんかのしょうかい

Extended Families

This semester, we are only learning the terms for our immediate family, but you may want/need to use terms to refer to people in your wider family. Like with father/mother or sister/brother, **humble** and **polite** terms often exist, so be careful!



Other Useful Vocabulary

ひとりっこ	: only child
ふたご	: twins
ぎりの+ [family term]	: step [term] <i>or</i> [term]-in-law
	ぎりのはは = stepmom <i>or</i> mother-in-law
ようし	: adopted child



WEEK 7 WORKBOOK ・ ワークブック 7

Exercise 7.1

Describe each person and their feelings about each object. See EXAMPLE.



EXAMPLE: ともこさんは **おすしがすきです。**

_____ は _____

_____ は _____

_____ は _____

_____ は _____

_____ は _____

Exercise 7.2

Using the words in the box and relative locations, translate each sentence into Japanese.

います	うさぎ	クッキー	うみ	じてんしゃ	たべます
あります	ふた	ミルク	はこ	れいぞうこ	のみます

- There is a rabbit: _____ が _____。
- There is a bicycle in the ocean. _____ に _____ が _____。
- The rabbit owns a bicycle. _____ は _____ が _____。
- What is in the box? _____ に _____ が _____。
- Are there cookies in your fridge? _____ に _____ が _____。
- What's between the rabbit and pig? _____ と _____ の _____ に _____ が _____。
- Are there rabbits in the ocean? _____ に _____ が _____。
- The pig doesn't drink milk in the box. _____ は _____ を _____ で _____。
- Is there milk on top of the fridge? _____ のうえに _____ が _____。
- Does the rabbit like the ocean? _____ は _____ が _____。

Exercise 7.3

Translate each sentence into English.

1. しゅくだいのうえにいぬがいますよ。

2. サムさんのいえはどこにありますか。

3. 「どれを食べますか。」 「ミルクのうしろのクッキーを食べます。」

4. あのはこになにがありますか。

5. わたしのえんぴつはつくえのなかにあります。

6. うさぎとぶたのあいだにねこがいません。

7. ニュージーランドはオーストラリアのみぎがわにあります。

Exercise 7.4

Translate each question into Japanese using hiragana and katakana, and provide your answer (to the translated question) in Japanese.

1. What is inside your desk?

Translation: _____

Answer: _____

2. Do you have a dog?

Translation: _____

Answer: _____

3. Is your mother in Australia?

Translation: _____

Answer: _____

4. Is there a camera in your bag?

Translation: _____

Answer: _____

5. Are there fish in Macquarie University's pond?

Translation: _____

Answer: _____

Exercise 7.5

Read the dialogue below, and then answer the questions.

まり: あ、すみません。このえきのちかくにきつさてんがありますか。

ともこ: あ、ありますよ。あのえいがかんのなかにあります。

まり: すみません。えいがかんはどこですか。

ともこ: えっと、このえきのうしろにフランスりょうりのレストランがありますね。

まり: あ、はい。そうですね。

ともこ: えいがかんはあのレストランのひだりがわにあります。とてもすてきなえいがかんですよ。とてもおいしいポップコーンがあります。

よくあそこでえいがをみます。

まり: ありがとうございます！

ともこ: [X]

1. What is Mari asking? _____

2. Where is the café? _____

3. Where is the French restaurant? _____

4. Where is the movie theatre? _____

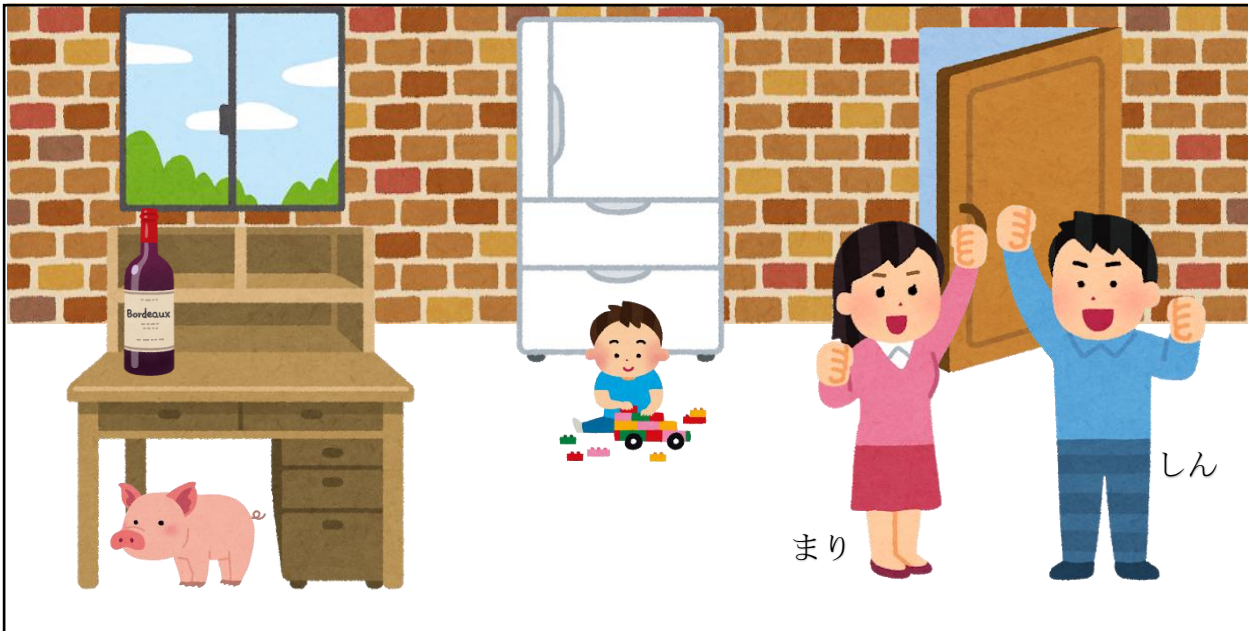
5. How does Tomoko feel about the movie theatre?

6. What should Tomoko say for [X]? _____



Exercise 7.6

Answer each question in Japanese, using the picture below as reference.



1. つくえのしたにぶたがいますか。

2. ドアのまえにつくえがありますか。

3. つくえのうしろになにがありますか。

4. ドアのひだりになにがありますか。

5. こどもはどこにいますか。

6. ワインはどこにありますか。

7. ドアのちかくにだれがいますか。

Exercise 7.7

Write original sentences following the prompts, and then translate them into English.

1. Write two sentences. Name something you like, and something you don't like.

Translation:

2. Write a “there is/there are” style sentence using *に* and *が*.

Translation:

3. Write a “The X is at Y” style sentence using *は* and *に*.

Translation

4. Write a sentence which includes a relative location (like “above” or “inside”).

Translation

5. Write a sentence listing something you don't own.

Translation



WEEK 7 WORKBOOK ANSWER KEY ・ ワークブック回答集 7

Exercise 7.1

Describe each person and their feelings about each object. See EXAMPLE.



EXAMPLE: ともこさんは おすしが好きです。

ともこさん は うんどうがきれいです。OR ジムがきれいです。

さとしさん は あさごはんが好きです。

さとしさん は おちやがきれいです。

マイクさん は さとしさんが好きです。

マイクさん は ピザがきれいです。

Exercise 7.2

Using the words in the box and relative locations, translate each sentence into Japanese.

います	うさぎ	クッキー	うみ	じてんしゃ	たべます
あります	ぶた	ミルク	はこ	れいぞうこ	のみます

- There is a rabbit: うさぎ が います。
- There is a bicycle in the ocean. うみ に じてんしゃ が あります。
- The rabbit owns a bicycle. うさぎ は じてんしゃ が あります。
- What is in the box? はこ に なに が ありますか。
- Are there cookies in your fridge? れいぞうこ に クッキー が ありますか。
- What's between the rabbit and pig? うさぎ と ぶた の あいだ に なに が ありますか。or いますか
- Are there rabbits in the ocean? うみ に うさぎ が いますか。
- The pig doesn't drink milk in the box. ぶた は ミルク を はこ で のみません。
- Is there milk on top of the fridge? れいぞうこ の うえ に ミルク が ありますか。
- Does the rabbit like the ocean? うさぎ は うみ が 好きですか。

**Exercise 7.3**

Translate each sentence into English.

1. しゅくだいのうえにいぬがいますよ。

There's a dog on your/the homework you know.

2. サムさんのいえはどこにありますか。

Where is Sam's house? (Where does Sam's house exist?)

3. 「どれを食べますか。」 「ミルクのうしろのクッキーを食べます。」

"Which will you eat?" "I will eat the cookie(s) behind the milk."

4. あのはこになにがありますか。

What is inside the box?

5. わたしのえんぴつはつくえのなかにあります。

My pencil is inside the desk.

6. うさぎとぶたのあいだにねこがいません。

There is no cat between the rabbit and the pig.

7. ニュージーランドはオーストラリアのみぎがわにあります。

New Zealand is on the right of Australia.

Exercise 7.4

Translate each question into Japanese using hiragana and katakana, and provide your answer (to the translated question) in Japanese.

1. What is inside your desk?

Translation: つくえのなかになにがありますか。

Answer: (わたしの)つくえのなかにペンがあります。 (or whatever is in YOUR desk)

2. Do you have a dog?

Translation: いぬがいますか。

Answer: はい、います。 OR いいえ、いません。

3. Is your mother in Australia?

Translation: おかあさんはオーストラリアにいますか。(use おかあさん since the question is to you)

Answer: はい、います。 OR いいえ、いません。「COUNTRY」にいます。



4. Is there a camera in your bag?

Translation: かばんにカメラがありますか。

Answer: はい、あります。 OR いいえ、ありません。

5. Are there fish in Macquarie University's pond?

Translation: マッコーリーだいがくのいけにさかながいますか。

Answer: いいえ、(さかなが)いません。

Exercise 7.5

Read the dialogue below, and then answer the questions.

まり: あ、すみません。このえきのちかくにきつさてんがありますか。

ともこ: あ、ありますよ。あのえいがかんのなかにあります。

まり: すみません。えいがかんはどこですか。

ともこ: えっと、このえきのうしろにフランスりょうりのレストランがありますね。

まり: あ、はい。そうですね。

ともこ: えいがかんはあのレストランのひだりがわにあります。とてもすてきなえいがかんですよ。とてもおいしいポップコーンがあります。

よくあそこでえいがをみます。

まり: ありがとうございます！

ともこ: [X]

1. What is Mari asking? Is there a cafe near this station?

2. Where is the café? Inside the movie theatre.

3. Where is the French restaurant? Behind the station.

4. Where is the movie theatre? To the left of the French restaurant.

5. How does Tomoko feel about the movie theatre?

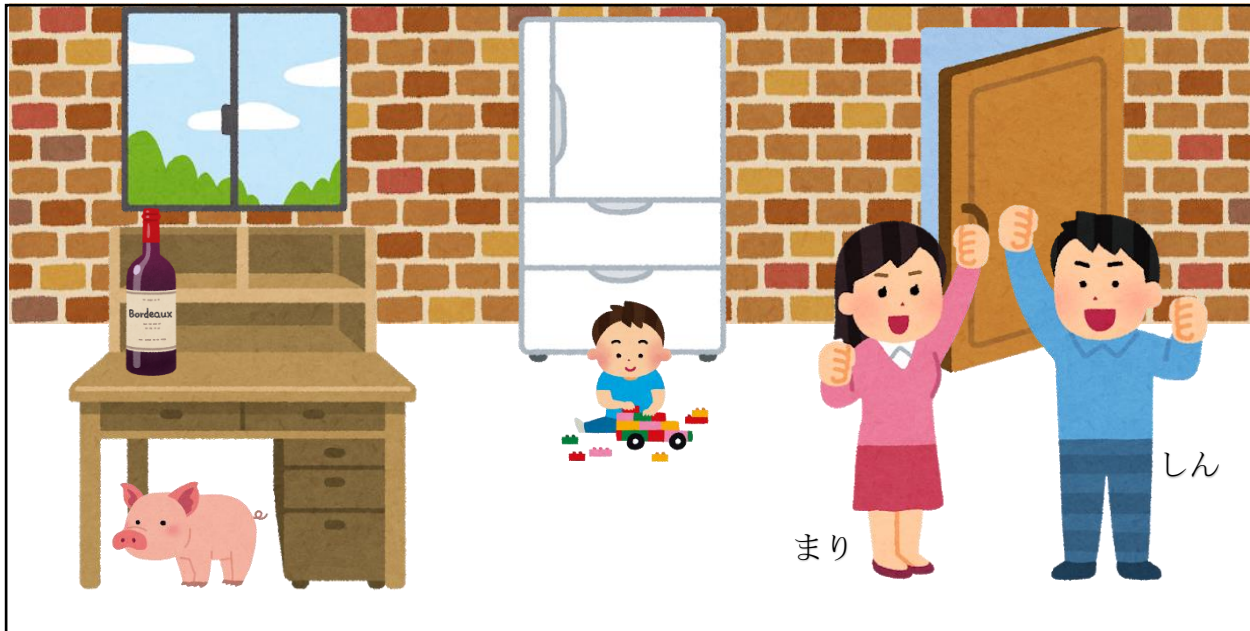
It's very nice, and has delicious popcorn. She often watches movies there.

6. What should Tomoko say for [X]? どういたしまして。



Exercise 7.6

Answer each question in Japanese, using the picture below as reference.



1. つくえのしたにぶたがいますか。

はい、(かわいいぶた)がいます。

2. ドアのまえにつくえがありますか。

いいえ、ありません。つくえはまどのまえにあります。

3. つくえのうしろになにがありますか。

(つくえのうしろに)まどがあります。

4. ドアのひだりになにがありますか。

れいぞうこがあります。

5. こどもはどこにいますか。

こどもはれいぞうこのまえにいます。

6. ワインはどこにありますか。

つくえのうえにあります。

7. ドアのちかくにだれがいますか。

まりさんとしんさんがいます。



Confirm your sentences by checking with classmates and/or reviewing class content.

Exercise 7.7

Write original sentences following the prompts, and then tra

1. Write two sentences. Name something you like, and something you don't like.

わたしはコーヒーが大好きですが、お茶がきらいです。

Translation:

Remember, the thing you like/don't like is marked with the particle が, not を

2. Write a "there is/there are" style sentence using に and が.

オーストラリアにコアラがいます。

Translation:

[Place]に[Thing]が[あります・います]

3. Write a "The X is at Y" style sentence using は and に.

コアラはオーストラリアにいます。

Translation

[Thing]は[Place]に [あります・います]

4. Write a sentence which includes a relative location (like "above" or "inside").

あのきのうえにコアラがいます。

Translation

[Thing]は[Place]の[Place]に [あります・います] or [Place]の[Place]に[Thing]が[あります・います]

5. Write a sentence listing something you don't own.

わたしはコアラがいません。

Translation

[Person]は[Thing]が [ありません・いません]





WEEK EIGHT ・ だいはっしゅう

SAMPLE DIALOGUES ・ かいわ

Dialogue 8.1: After the break/やすみのあと



キムさん、こんにちは。おひさしぶりです。
おげんきですか。

あ、せんせい、おひさしぶりです。
はい、わたしはとてもげんきです。



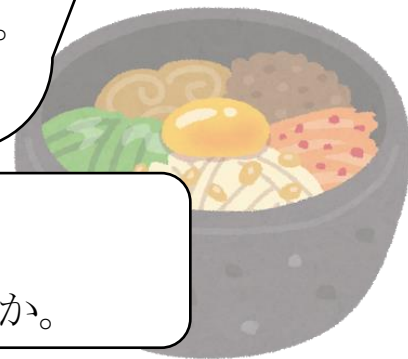
クリスマスはどうでしたか。よかったですか。

とてもよかったです。
じゅうにがつにかんこくにかえりました。
りょうしのうちでおいしいりょうりをたくさん
たべました。そして、にじゅうはちにちに
にほんでりょこうをしました。たのしかったです。
でも、ひとがあまりいませんでした。



よかったですね。
いつオーストラリアにかえりましたか。

よっかにかえりました。
にほんのりょこうはながいりょこうではなかったです。



Dialogue 8.1: Translation



Hello Kim. Long time no see. Are you *genki*?

Ah, sensei! Long time now see.

Yes, I am very *genki*.



How was Christmas? Was it good?

It was very good.

In December I went home to Korea.

I ate a lot of delicious cooking at my parent's house.

Also, on the 28th I travelled in Japan.

It was very fun. But there weren't many people.



That's very good to hear.

When did you return to Australia?

I came back on the 4th.

The Japanese trip was not a long trip.




Dialogue 8.2: Lecture confirmation/レクチャのかくにん


せんせい、すみません。
きのうのレクチャーはなんじでしたか。

ようかのレクチャーですか。

よじじゅっぷんでした。きませんでしたね。



あああ、ろくじはんにいきました! わるかったです。
クラスルームにひとがぜんぜんいませんでした。
すみません。テストはなんがつですか。

えっと、ろくがつですね。

あさのはちじよんじゅごふんです。



はい、ケータイのカレンダーをつくりました。
すみませんでした。

きのうのレクチャーはむずかしかったですか。

いいえ、むずかしくなかったですよ。

かんたんなレクチャーでした。

インターネットにありますよ。



はい、うちでききます!



Dialogue 8.2: Translation



Teacher, excuse me. When was yesterday's lecture?

The lecture on the 8th?

It was at 4:10. You didn't come, right?



Ah, I came at six thirty! That was bad. Sorry.

There was no one in the classroom.

What month is the test?



Um, it's June yeah?

At 8:45 in the morning.



Okay, I made a cell-phone calendar. I'm really sorry.

Was yesterday's lecture hard?



No it wasn't hard. It was an easy lecture.

It is online.



Okay, I will listen at home!





VOCABULARY ・ ごい

Time

あさって	day after tomorrow
おととい	two days ago
きのう	yesterday
きよねん	last year
ことし	this year
こんげつ	this month
こんしゅう	this week
せんげつ	last month
せんしゅう	last week
らいげつ	next month
らいしゅう	next week
らいねん	next year

Note the irregular long お

い Adjectives

おもい	heavy
かるい	light (weight)
こわい	scary
たのしい	fun
ちかい	nearby
とおい	far away
ながい	long
みじかい	short

Length, not height. See Chapter 9.

Compound Verbs

そうじします	to clean
りょこうします	to travel

General Nouns

こうこう	high school
こうこうせい	high school student
しょうがっこう	elementary school
しょうがくせい	elementary student
たんじょうび	birthday
ちゅうがくせい	junior high student
ちゅうがっこう	junior high school

Verbs

でます	to leave
[placeに]ひっこします	to move house/where you live [to new place]

In Japan, the education system is more similar to America than Australia. Students start しょうがっこう at ~6 years of age and stay for 6 years, and then move to ちゅうがっこう at ~12 years old, which lasts for 3 years. Finally, こうこう begins when students are ~15, and lasts for 3 more years, giving 12 total years. A bachelors degree then usually takes 4 years.





GRAMMAR ・ ぶんぽう

Grammar point 8.1: Counting above 100

This week we will learn how to count above 100. Counting beyond 99 follows the same principles for counting from **Week 1**, but requires some new numbers.

The Japanese word for 100 is ひゃく. Just like 10-90, the words 200-900 are created by saying [# + 100]. However, some numbers change ひゃく to びゃく or ぴゃく.

100	ひゃく
200	にひゃく
300	さんびゃく
400	よんひゃく
500	ごひゃく
600	ろっぴゃく
700	ななひゃく
800	はっぴゃく
900	きゅうひゃく

To count from 100-999, simply list how many 100s, 10s, and 1s in that order. For instance:

222	にひゃくにじゅうに	(2 100s, 2 10s, and 2)
352	さんびゃくごじゅうに	(3 100s, 5 10s, and 2)
478	よんひゃくななじゅうはち	(4 100s, 7 10s, and 8)
513	ごひゃくじゅうさん	(5 100s, 10, and 3)
690	ろっぴゃくきゅうじゅう	(6 100s, and 9 10s)
705	ななひゃくご	(7 100s, and 5)
864	はっぴゃくろくじゅうよん	(8 100s, 6 10s, and 4)

When counting above 100, we then switch to the word せん (1,000). Note that 3,000 becomes さんぜん, and 8,000 becomes はっせん.

1000	せん
2000	にせん
3000	さんぜん
4000	よんせん
5000	ごせん
6000	ろくせん
7000	ななせん
8000	はっせん
9000	きゅうせん

To count from 1,000-9,999, we still just list how many of each # category there are in order. For instance:

1,234	せんにひゃくさんじゅうよん	(1000, 2 100s, 3 10s, and 4)
2,345	にせんさんびゃくよんじゅうご	(2 1000s, 3 100s, 4 10s, and 5)
4,026	よんせんにじゅうろく	(4 1000s, 2 10s, and 6)
8,507	はっせんごひゃくなな	(8 1000s, 5 100s, and 7)



Finally, to count above 9,999 we use the word まん, which represents “10,000”. Unlike ひゃく and せん though, まん **requires** a number-prefix. So “10,000” is いちまん. To count above 99,999, you count the number of まん until we reach 100 million. For instance, 100,000 is じゅうまん (10 10,000s), and 1,000,000 is ひゃくまん (100 10,000s).

10000	いちまん
20000	にまん
30000	さんまん
40000	よんまん
50000	ごまん
60000	ろくまん
70000	ななまん
80000	はちまん
90000	きゅうまん

To count above 99,999, you'll have to count by instances of 10,000. This can take time to get used to!

12,345 いちまんにせんさんびやくよんじゅうご

(1 10000, 2 1000s, 3 100s, 4 10s, and 5)

56,789 ごまんろくせんななひやくはちじゅうきゅう

(5 10000s, 6 1000s, 7 100s, 8 10s, and 9)

305,008 さんじゅうまんごせんはち

(30 10000s, 5 1000s, and 8)

1,052,020 ひやくごまんにせんにじゅう

(105 10000s, 2 1000s, and 2 tens)

Grammar point 8.2: Counting minutes, days, months, & years

While counting itself is easy in Japanese, counting specific items can be a bit tricky. This semester, we will learn how to count time. Each time unit requires its own suffix (like ~じ).

Minutes are counted using the suffix ~ふん. For times ending in :~0, :~1, :~3, :~4, :~6, and :~8, ふん changes to ぶん. So only :~2, :~5, and :~7 are actually pronounced ふん.

:01	いっぶん	:08	はっぶん	:20	にじゅっぶん
:02	にぶん	:09	きゅうぶん	:30	さんじゅっぶん or はん
:03	さんぶん	:10	じゅっぶん	:40	よんじゅっぶん
:04	よんぶん	:11	じゅういっぶん	:50	ごじゅっぶん
:05	ごぶん	:12	じゅうにぶん	:53	ごじゅうさんぶん
:06	ろっぶん	:13	じゅうさんぶん	:56	ごじゅうろっぶん
:07	ななぶん	:14	じゅうよんぶん	:58	ごじゅうはっぶん

The question form ("how many minutes") is なんぶん, but なんじですか is usually better.

「いま、なんじですか。」

[“What time is it now?”]

「さんじよんじゅうごふんです。」

“It’s 3:45”.]

なんぶん is usually only seen in questions like “how many seconds does it take?”

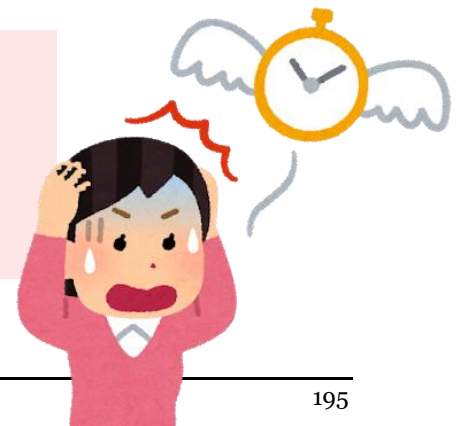
When marking time with the particle に, the particle always comes **after** the minutes.

たいていよじよんじゅっぶんにいえにかえります。

[I usually go home at 4:40.]

きょうは、はちじさんじゅうろっぶんにうちをでます。

[Today, I will leave my house at 8:36.]



Dates of the month have special names for the first 10 days. These must be memorized.

After the 10th day of the month, we mostly use [#+にち]. However, dates ending in 4 (14/24) end in よっか, and the 20th day of a month has a unique name (like 20 years old).

Day	Reading	Day	Reading	Day	Reading
1	ついたち	11	じゅういちにち	21	にじゅういちにち
2	ふつか	12	じゅうににち	22	にじゅうににち
3	みっか	13	じゅうさんにち	23	にじゅうさんにち
4	よっか	14	じゅうよっか	24	にじゅうよっか
5	いつか	15	じゅうごにち	25	にじゅうごにち
6	むいか	16	じゅうろくにち	26	にじゅうろくにち
7	なのか	17	じゅうしちにち	27	にじゅうしちにち
8	ようか	18	じゅうはちにち	28	にじゅうはちにち
9	こののか	19	じゅうくにち	29	にじゅうくにち
10	とおか	20	はつか	30	さんじゅうにち

きょうはじゅうごにちです。

[Today is the fifteenth of the month.]

わたしのたんじょうびは、こんげつのにじゅうよっかです。

[My birthday is the 24th of this month.]

はつかはいそがしいですよ。

[As for the 20th, I'll be busy.]

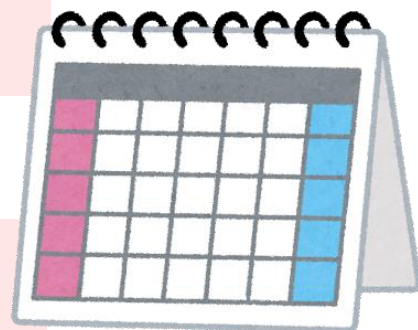
The question form “what day of the month” is なんにち.

テストはなんにちですか。

[What day · when is the test?]

テストはこののかです。

[The test is on the 9th.]



You can also use the generic “when” いつ, but this could result in answers besides a day.

テストはいつですか。

[When is the test?]

こののかです。

[The test is on the 9th.]

ろくじはんです。

[The test is at 6:30.]

The names of Japanese months are simply [#+month]. In other words, instead of “January”, “February”, etc., Japanese people just say “Month 1”, “Month 2”, etc. Easy! The basic formula is [#+がつ]. Be careful though, “this month”, “last month”, and “next month” use げつ instead (see [this week’s vocabulary list](#)).



いちがつ	January	しちがつ	July
にがつ	February	はちがつ	August
さんがつ	March	くがつ	September
しがつ	April	じゅうがつ	October
ごがつ	May	じゅういちがつ	November
ろくがつ	June	じゅうにがつ	December



クリスマスはじゅうにがつにじゅうごにちです。

[Christmas is **December 25th**.]

にほんの**ごがつ**はとてもすてきです。さくらがcherry blossomsたくさんあります。

[Japan’s **May** (May in Japan) is very nice. There are lots of cherry blossoms.]

The question form “what month” is なんがつ。

「**なんがつ**ですか。」 「いま**しちがつ**ですよ。らいげつは**はちがつ**です」
[“**What month** is it?” “It is **July** now. Next month is **August**”]

Months, like any time unit, can be combined with に and a verb to express time of action.

「**なんがつ**ににほんにいきますか。」 「**しがつ**にいきます。」
[“**On what month** will you go to Japan? “I will go **in April**!”]

Finally, [#+ねん] is used for years. The only unexpected reading is that **years which end in 4 use よねん**. Note that Japanese usually lists dates in the format [year][month][day].

²⁰⁰⁰に²⁰せん⁸に³じゅう⁸はち³ねん³さん³が³つ³み³つ³か³に³ちゅう³ごく³に³ひ³っ³こ³し³ま³す。
[I will move to China **on March 3rd, year 2028**.]

らいねんは、²⁰⁰⁰に²⁰せん²に²じゅう²に²ねん²です。
[Next year **is the year 2022**.]

NOT よねん

わたしのたんじょうびは、¹⁰⁰⁰せん⁹⁰⁰きゅう⁸⁰ひゃく⁸⁰はち⁸⁰じゅう⁸⁰よ⁴ねん⁴です。
³⁰さん⁶じゅう⁶ろく⁶さい⁶です。
[My birthday is the **year 1984**. I’m 36.]



Grammar point 8.3: Past tense

Our major grammar point this week is the past tense. In English, learning the past tense is quite difficult, as there is no absolute rule for making it:

1. I will play soccer.
2. I will eat a hot dog.
3. I will drink coffee.
4. I will hit a ball.
5. She is cool.



- I **played** soccer.
I **ate** a hot dog.
I **drank** coffee.
I **hit** the ball.
She **was** cool.

In Japanese, the rules for making past tense have **no exceptions**. Yay! However, there are different rules depending on **the type of word** you are changing into the past tense.

Grammar point 8.3.a: Past tense of nouns and な adjectives

For sentences ending in a noun or な adjective, the past tense uses でした instead of です.

わたしはせんせい**です**。
[I **am** a teacher.]

ここはしずか**です**。
[It **is** quiet here.]

こんげつはにが**つ****です**。
[This month **is** February.]

テストはかんたん**です**。
[The test **is/will be** easy.]



わたしはせんせい**でした**。
[I **was** a teacher.]

ここはしずか**でした**。
[It **was** quiet here.]

せんげつはいちが**つ****でした**。
[Last month **was** January.]

テストはかんたん**でした**。
[The test **was** easy.]

For the **negative past tense (was not)** of nouns and な adjectives, start with any of their four negative forms. You can ctrl+click [the hyperlink here if you need a review](#).

せんせい**じゃ**ない**です**。
きれい**では**あり**ませ**ん。

[**Not** a teacher.]
[**Not** pretty.]

If you are using the では・じゃ+ないです form, replace the final **い** in ない with **かった**. Make sure to keep **です** at the end. **Using** ではない・じゃない + でした **is incorrect**.

せんせい**じゃ**ない**です**。
[**Is not** a teacher.]

ゆうめいなだいがく**では**ない**です**。
[**Is not** a famous university.]

せんせい**じゃ**な**か**った**です**。
[**Was not** a teacher.]

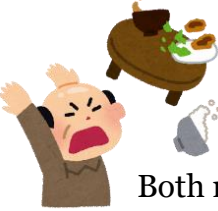
ゆうめいなだいがく**では**な**か**った**です**。
[**Was not** a famous university.]



If you are using the では・じゃ+ありません negation, just add **でした** at the end.

きょうはげつようび**ではありません**。きのうもげつようび**ではありません**でした。
 [Today **is not** Monday.] [Yesterday **was not** Monday either.]

ちちはしんせつ**じゃありません**。ちちはしんせつ**じゃありません**でした。
 [My father **is not** kind.] [My father **was not** kind.]



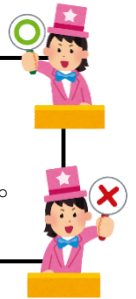
Both methods of making the past tense of nouns and な adjectives create the same meaning, so you can use either! But **don't mix up** the process for making each form.

Of course, both positive and negative past forms can be used in questions:

きのうはたいへん**でしたか**。
 [Was yesterday rough?]

はい、たいへん**でした**。
 [It **was** rough.]

いいえ、たいへん**じゃなかった**です。
 [It **wasn't** rough.]



Grammar point 8.3.b: Past tense of い adjectives

The rules for making the past tense of sentences ending in い adjectives are different than for sentences ending in nouns and な adjectives. **Do not forget this!** The most common error in JPNS1010 **every year** is people attaching でした to い adjectives.

To make the positive past tense (*was*) of a sentence ending in an い adjective, do the following as you write the last adjective:

1. Remove the final い.	2. Add かった	3. Attach です																
<table border="1"> <tr><td>かわい</td><td>い</td></tr> <tr><td>つまらな</td><td>い</td></tr> <tr><td>ふる</td><td>い</td></tr> </table>	かわい	い	つまらな	い	ふる	い	<table border="1"> <tr><td>かわい</td><td>かった</td></tr> <tr><td>つまらな</td><td>かった</td></tr> <tr><td>ふる</td><td>かった</td></tr> </table>	かわい	かった	つまらな	かった	ふる	かった	<table border="1"> <tr><td>です</td></tr> <tr><td>です</td></tr> <tr><td>です</td></tr> </table>	です	です	です	かわい かった です。 つまらな かった です。 ふる かった です。
かわい	い																	
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ふる	い																	
かわい	かった																	
つまらな	かった																	
ふる	かった																	
です																		
です																		
です																		

「きのうのえいがはどう**でしたか**。」
 [“How **was** yesterday’s movie?”]

「とても**おもしろ****かった**ですよ。」
 “It **was** very **interesting**.”]

Just like with nouns and な adjectives, to create the **negative past tense (was not)** of い adjectives, we attach either ~なかったです or ~ありませんでした. However, we attach these endings by changing the final い to く instead of via じゃ・では. So we can either...

1. Change the final い to く	2. Attach なかったです
まずく	まずく な かったです。
やさしく	やさしく な かったです。
つまらなく	つまらなく な かったです。

きのうのえいがはおもしろ**かった**ですか。
[**Was** yesterday's movie interesting?]

いいえ、おもしろく**な**かった**です**。こわ**かった**です。
[Not, it **wasn't** interesting. It **was** scary.]



... or we can...

1. Change the final い to く	2. Add ありませんでした
まずく	まずく あり ません で した。
やさしく	やさしく あり ません で した。
つまらなく	つまらなく あり ません で した。

ばんごはんはおいしい**かった**ですか。
[Was dinner delicious?]

まあ、まずく**あり**ません**で**した。でも、ちょっとつまら**な**かった**です**。
まあ、まずく**な**かった**です**。でも、ちょっとつまら**な**かった**です**。
[Well, it **wasn't** gross. But it **was** a little boring.]

Finally, **remember** that いい always conjugates as though it was よい.

いいです。[is good] よく**ない**です。[**isn't** good] よ**かった**です。[**was** good].

えいがはどう**で**した**か**。おもしろ**かった**ですか。
[How **was** the movie? **Was** it interesting?]

はい、とてもよ**かった**です**よ**。でも、ぜんぜんやすく**な**かった**です**。
[Yes, it **was** very good. But it **wasn't** cheap at all.]



Grammar point 8.3.c: Past tense of verbs

To create a verb's **positive past tense (did)**, change the final **ます** to **ました**. That's it!

レストランでなにを**たべました**か。

[What **did** you **eat** at the restaurant?]

きのう、わたしとまりこさんはこうえんに**いきました**。とりをたくさん**みました**。

[Yesterday, Mariko and I **went** to the park. We **saw** lots of birds.]

ごぜんくじにとしょかんでほんを**よみました**。

[At 9:00 a.m., I **read** a book at the library.]

あそこにだれが**いました**か。

[Who **was** over there?]



For the **negative past tense (didn't)** of a verb, add **でした** to the verb's **negative present (~ません)** form.

きのう、マイクさんはパーティーに**きませんでした**。

[Mike **didn't come** to the party yesterday.]

うちで**たべませんでした**よ。

[I **did not eat** at home.]

せんしゅう、にほんごをべんきょう**しませんでした**。わるかったですね。

[I **didn't study** Japanese last week. That was bad.]



Grammar point 8.3.d: Past tense summary

1. To make the **past tense of nouns & な adjectives**:

- For the **positive past tense**, add **でした**
- For the **negative past tense**, attach **じゃ** or **では** and then...
 - add **なかったです** *or* **ありませんでした**

2. To make the **past tense of い adjectives**, delete the final **い** and then:

- For the **positive past tense**, add **かったです**
- For the **negative past tense**, add **なかったです** *or* **くありませんでした**

3. To make the **past tense of verbs**:

- For the **positive past tense**, change the verb's final **ます** to **ました**
- For the **negative past tense**, change the verb's final **ます** to **ませんでした**





CULTURE NOTE ・ ぶんかのしょうかい

Sexual Minority Cultures in Japan

Japan has a long historical tradition of celebrating sexualities other than heterosexuality, although these sexualities have not always been accepted by wider society. During the pre-modern period (before ~1600), for example, なんしよく (sex between men, especially *samurai*) was celebrated for its beauty. In the early modern period (1600-1868), Japanese kabuki theatre regularly starred おんながた, or cross-dressing male actors in female roles.



The modernisation of Japan in the 19th Century saw the suppression of these traditions as the government introduced Western medical science and laws. That said, same-sex relations were never criminalised, and sexual minority cultures flourished underground in major cities. Famously, romantic relationships between schoolgirls were highly visible in the popular culture of the early 1900s, where they were called S かんけい.

Consequently, there is a pervasive belief that Japan is now relatively accepting of sexual minority cultures, but this is not the case. Japan has limited anti-discrimination laws, and none that directly protect sexual minorities, especially in the workplace where discrimination remains common. Furthermore, transgender identity is only understood officially through medical approaches. A diagnosis of Gender Dissociative Disorder (GID: せいどういつしょうがい) is required before one's gender identity can be legally changed.

Things are slowly changing, however. Several local governments now recognize “marriage-like partnerships” (そうとうけっこんパートナーシップ) which, while not legally binding, represent symbolic gestures of support. In 2018, the Tokyo Metropolitan Government also introduced civil penalties for discrimination against sexual minorities. Finally, the past few years have also seen an explosion of popular culture celebrating sexual minorities, including the ボーイズラブ (male-male romance and sex) and ユリ (female-female romance and sex) genres found in manga, anime, and other popular media.

Useful Vocabulary

せいてきしょうすうしゃ or セクマイ	Sexual minorities
LGBT (エル・ジー・ビー・ティー)	Lesbian, gay, bisexual, transgender
どうせいあい (しゃ)	Homosexuality (A homosexual person)
ゲイ	Same-sex attracted cisgender man
レズビアン	Same-sex attracted woman
バイセクシュアル	Bisexual person/people
トランスジェンダー	Transgender person/people



WEEK 8 WORKBOOK ・ ワークブック 8

Exercise 8.1

Explain in English how to make the positive past tense of sentences that end in:

1. Nouns and な adjectives: _____
2. い adjectives: _____
3. Verbs: _____

Explain in English how to make the negative past tense of sentences that end in:

4. Nouns and な adjectives: _____
5. い adjectives: _____
6. Verbs: _____

Exercise 8.2

Each sentence contains an error. Circle it and write a brief explanation.

1. とてもたのしいでしたよ。
2. たべましたでした。
3. きれくなかったです。

Exercise 8.3

Translate each sentence into Japanese.

1. It was fun. _____
2. I was a uni student. _____
3. I moved to Melbourne last year. _____
4. It wasn't boring. _____
5. This is not interesting. _____
6. He was a very pretty person. _____
7. I didn't sleep at all. _____
8. How was it? _____
9. Where did you go last month? _____
10. I came to Japan in 2014. _____

Exercise 8.4

Fill in each date in Japanese (day, month, and, if relevant, year). Note that some of the vocabulary here is not on the vocabulary list; use a dictionary or read it aloud to understand the meaning.

1. ハロウィーンは_____です。
2. バレンタインデーは_____です。
3. あなたのたんじょうびは_____です。
4. オーストラリアデーは_____です。
5. クリスマスイブは_____です。
6. きょうは_____です。
7. けんこくきねんのひは_____です。
8. がんじつは_____です。
9. ぶんかのひは_____です。
10. こどものひは_____です。

Exercise 8.5

Write one activity you did each day this week, giving as much detail as you can. Afterwards, give an evaluation of it (how was it?). See the example:

EXAMPLE: きょうはとしょかんでべんきょうしました。たのしかったです。

1. げつようびに_____
2. かようびに_____
3. すいようびに_____
4. もくようびに_____
5. きんようびに_____
6. どようびに_____
7. にちようびに_____

**Exercise 8.6**

Write the following times in Japanese:

3:41 _____ 6:18 _____ 9:02 _____ 5:37 _____

1:23 _____ 4:59 _____ 10:10 _____ 2:04 _____

Exercise 8.7

Translate each phrase into Japanese. Pay attention to tense/positivity.

was pretty		isn't sushi	
was fun		doesn't drink	
traveled		wasn't a high school	
isn't far		was Tuesday	
didn't like		wasn't good	
isn't quiet		didn't leave	

Exercise 8.8

Read the story below, and then answer the questions on the next page in English.

きのうはじゅういちがつかでした。ごぜんろくじよんじゅうごふんにおきました。そして、あさごはんをつくりました。たいていシリアルを食べます。でも、きょうはピザを食べました。れいぞうこにありました。くじにすこしアパートをそうじしました。ながかったです。そして、たいへんでした。ひるごはんをちいさいきっさてんで食べました。そのきっさてんはわたしのアパートのうしろにあります。ぜんぜんとおくありません。よくいきます。コーヒーとたべものはおいしいです。でも、あまりやすすくないです。

ひるに、えいがかんであたらしいえいがをみました。おもしろかったです。でも、すこしこわかったです。ばんごはんをえいがかんのとなりのレストランで食べました。おいしかったです！でも、ぜんぜんたかくなかったです。よかったですね！くじにかえりました。テレビをすこしみました。でも、つまらなかったです。じゅうじじゅうはっふんにねました。



1. What was the date yesterday? _____
2. What did the author have for breakfast? _____
3. When did the author wake up? ____:____ Clean their apartment? ____:____
 Go home? ____:____ Go to bed? ____:____
4. Where did the author have lunch? _____

5. The _____ and _____ are _____ but not _____
6. What did the author do in the afternoon? _____
7. Where did the author eat dinner? _____
8. How did the author feel about their dinner? _____

Exercise 8.9

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence ending in a noun or な adjective in the past tense (positive or negative).

Translation:

2. Write a sentence ending in a べい adjective in the past tense (positive or negative).

Translation:

3. Write a sentence ending in a verb in the past tense (positive or negative).

Translation



WEEK 8 WORKBOOK ANSWER KEY ・ ワークブック 回答集 8

Exercise 8.1

Explain in English how to make the positive past tense of sentences that end in:

1. Nouns and な adjectives: Change です to でした。
2. い adjectives: Change the final い to かった and then re-attach です
3. Verbs: Change the final ます to ました

Explain in English how to make the negative past tense of sentences that end in:

Change じゃ・てはないです to じゃ・てはなかったです,

4. Nouns and な adjectives: or add でした to じゃ・てはありません。
5. い adjectives: Change ~くないです to くなかったです, or add でした to ~くありません。
6. Verbs: Add でした to the ません ending.

Exercise 8.2

Each sentence contains an error. Circle it and write a brief explanation.

1. とてもたのしい **でした**よ。
2. たべました **でした**。
3. きれく **な** なかったです。

Wrong past tense. たのしかったですよ でした should be cut.

きれい is a な adjective so

きれいじゃなかったです。

Exercise 8.3

Translate each sentence into Japanese.

1. It was fun. たのしかったです。
2. I was a uni student. だいがくせいでした。
3. I moved to Melbourne last year. きょねんメルボルンに引っこしました。
4. It wasn't boring. つまらなくなかったです・つまらなくありませんでした。
5. This is not interesting. これはおもしろくないです。・これはおもしろくありません。
6. He was a very pretty person. かれはとてもきれいなひとでした。
7. I didn't sleep at all. ぜんぜんねませんでした。
8. How was it? どうでしたか。
9. Where did you go last month? せんげつ、どこにいきましたか。
10. I came to Japan in 2014. にせんじゅうよねんににほんにきました。

**Exercise 8.4**

Fill in each date in Japanese (day, month, and, if relevant, year). Note that some of the vocabulary here is not on the vocabulary list; use a dictionary to understand the meaning.

Dates should all be in the [year][month][day] format. Using の to connect is optional.

1. ハロウィーンは じゅうがつさんじゅういちにち
2. バレンタインデーは にがつじゅうよっか です。
3. あなたのたんじょうびは [Your birthdate here] です。
4. オーストラリアデーは いちがつにじゅうろくにち です。
5. クリスマスイブは じゅうにがつにじゅうよっか です。
6. きょうは [Today's Date] です。
7. けんこくきねんのひは にがつじゅういちにち です。
8. がんじつは いちがつついたち です。
9. ぶんかのひは じゅういちがつみっか です。
10. こどものひは ごがついつか です。

Exercise 8.5

Write one activity you did each day this week, giving as much detail as you can. Then, give an evaluation of it (how was it?). See the example:

This is a model.
Your answer(s) may differ.
Check with another classmate!

EXAMPLE: きょうはとしょかんでべんきょうしました。たのしかったです。

1. げつようびに にほんごをべんきょうしました。おずかしかったです。
2. かようびに ははのうちでばんごはんをたべました。おいしかったです。
3. すいようびに だいがくのとしょかんでほんをよみました。おもしろくありませんでした。
4. もくようびに こうえんにいきました。とりがたくさんいました。
5. きんようびに バーでビールをのみました。たのしかったです、やすくありませんでした。
6. どようびに マッコリーセンターでかいものをしました。にぎやかでした。
7. にちようびに ともだちときっさてんでコーヒーをのみました。すてきでした。



Exercise 8.6

Write the following times in Japanese:

3:41 さんじよんじゅういっぷん 6:18 ろくじじゅうはっぷん 9:02 くじにふん 5:37 ごじさんじゅうななふん
 1:23 いちじにじゅうさんふん 4:59 よじごじゅうきゅうふん 10:10 じゅうじじゅうつぷん 2:04 にじよんふん

Exercise 8.7

Translate each phrase into Japanese. Pay attention to the negative form.

Multiple negatives of nouns/adjectives are possible, sometimes including forms not listed here.
 では・じゃ can be swapped.

was pretty	きれいでした	isn't sushi	すしじゃないです OR すしではありません
was fun	たのしかったです	doesn't drink	のみません
traveled	りょこうしました	wasn't a high school	こうこうじゃありませんでした OR こうこうではなかったです
isn't far	とおくありません OR とおくないです	was Tuesday	かようびでした
didn't like	すきじゃ・ではなかったです OR すきではありませんでした	wasn't good	よくなかったです OR よくありませんでした
isn't quiet	しずかではありません OR +じゃないです	didn't leave	でませんでした

Exercise 8.8

Read the story below, and then answer the questions on the next page in English.

きのうはじゅういちがつかでした。ごぜんろくじよんじゅうごふんにおきました。そして、あさごはんをつくりました。たいていシリアルをたべます。でも、きょうはピザをたべました。れいぞうこにありました。くじにすこしアパートをそうじしました。ながかったです。そして、たいへんでした。ひるごはんをちいさいきっさてんでたべました。そのきっさてんはわたしのアパートのうしろにあります。ぜんぜんとおくありません。よくいきます。コーヒーとたべものはおいしいです。でも、あまりやすすくないです。

ひるに、えいがかんであたらしいえいがをみました。おもしろかったです。でも、すこしこわかったです。ばんごはんをえいがかんのとなりのレストランでたべました。おいしかったです！でも、ぜんぜんたかくなかったです。よかったですね！くじにかえりました。テレビをすこしみました。でも、つまらなかったです。じゅうじじゅうはっぷんにねました。



1. What was the date yesterday? November 20th
2. What did the author have for breakfast? Pizza
3. When did the author wake up? 6 : 45 Clean their apartment? 9 : 00
Go home? 9 : 00 Go to bed? 10 : 18
4. Where did the author have lunch? _____
At a small cafe behind their apartment, not far away.
5. The coffee and food are delicious but not cheap.
6. What did the author do in the afternoon? Watched a new movie at the theatre.
7. Where did the author eat dinner? A restaurant next to the movie theatre
8. How did the author feel about their dinner? Delicious, but not expensive, which was good.

Exercise 8.9

Write original sentences following the prompts, and then translate

Confirm your sentences by checking with classmates and/or reviewing class content.

1. Write a sentence ending in a noun or な adjective in the past tense (positive or negative).

きのうのコンサートはぜんぜんしずかではなかったです。

Translation:

Ending should be でした (positive) or では・じゃなかったです・ありませんでした (negative).

2. Write a sentence ending in a い adjective in the past tense (positive or negative).

きょねんこのほんをよみましたが、あまりおもしろくありませんでした。

Remember: い adjectives cannot ever end in でした or では・じゃなかったです.

Did you use the positive past? If so, make sure your sentence ends with ~かったです.

3. Write a sentence ending in a verb in the past tense (positive or negative).

あさになにを食べましたか。

Translation

End in ~ました (positive) or ~ませんでした (negative).



WEEK NINE ・ だいきゅうしゅう

SAMPLE DIALOGUES ・ かいわ

Dialogue 9.1: Tonight's party/こんやのパーティー



セーラさん、きょうのよるにだいがくのとなりの
レストランでパーティーがありますよ。いきますか。

そうですか。だれがパーティーにいきますか。



えっと、まみさんと、マークさんと、たけしさん
と、、、あ、まさはらさんもいきますよ。

え？ まさはらんがいきますか。

じゃ、いきません。



セーラさんはまさはらさんがきらいですか。

どうしてですか。

あたまがあまりよくないですから。

べんきょうがへたです。

そして、とてもうるさいです。

まじめなひとではありません。



あ、そうですか。



Dialogue 9.1: Translation



Sarah, there's a party at the restaurant next to the university. Will you go?

Is that so? Who is going to the party?



Hmm, Mami, Mark, Takeshi, and...
ah Masahara will come too.

Oh? Masahara is going? Well then I won't go.



Sarah, do you dislike Masahara?
Why?

He isn't very smart. He's bad at studying.
Also, he's very loud. He isn't a serious person.



Oh is that so?



Dialogue 9.2: Nice restaurant/すてきなレストラン



わあ、すてきなレストランですね。
かおるさんはこのレストランによくきますか。
なにがおいしいですか。



はい、よくきます。
ここは、ピザとサラダがおいしいですから。



どのピザがおいしいですか。



えっと、このシーフードピザがおいしいです。
だからいつもたべます。



じゃ、どのサラダがおいしいですか。



わたしはオレンジととりにくのサラダが好きですよ。



へえ、おもしろいサラダですね。



はい、だからおいしいですよ。



Dialogue 9.2: Translation



Whoa, this really is a nice restaurant.
Do you come to this restaurant often Kaoru?
What is tasty?

Yes, I often come.
Because this location's pizza and salads are delicious.



Which pizza is delicious?

This seafood pizza is delicious.
Because of that, I always eat it.



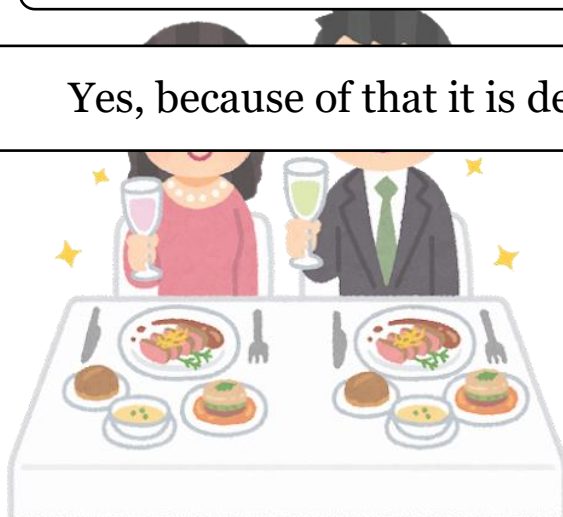
Well, which salad is delicious?

I like the chicken and orange salad.



Huh, that's an interesting salad.

Yes, because of that it is delicious.



Dialogue 9.3: My new puppy/わたしのあたらしいわんちゃん


せんせい、あたらしいいぬをかいましたよ！

そうですか。よかったですね。

どんないぬですか。



なまえはユリです。ユリちゃんはけがみじかいです。

そして、けがちゃいろです。めがくろいです。

あしとしっぽがながいです。

でも、からだがおおきくないですから、

とてもかわいいです。

せんせいはどうぶつがすきですか。



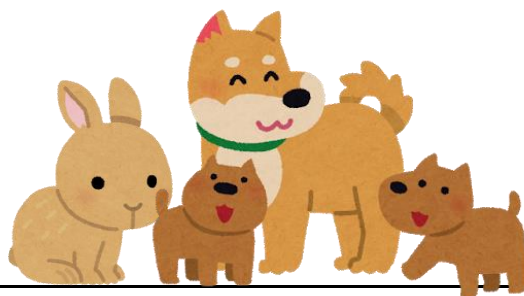
はい、わたしもどうぶつがだいすきですよ。

うちにうさぎがいます。

うさぎはたいていみみがながいですが、

わたしのうさぎのみみはみじかいです。

おもしろいうさぎですよ。



Dialogue 9.3: My new puppy/わたしのあたらしいわんちゃん



Teacher, I got a new dog!

Is that so? That was good!

What kind of dog is it?



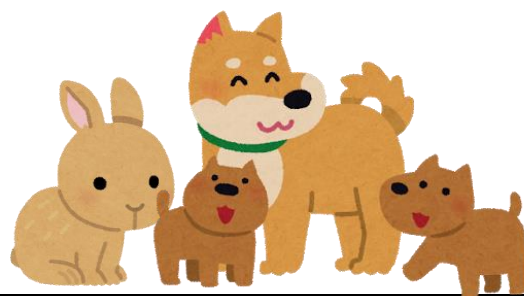
Her name is Yuri. Yuri has short hair.

Also, her hair is brown. Her eyes are black.

Her legs and tail are long. But, because her body isn't big, she's very cute. Teacher, do you like animals?



Yes, I also like animals. I have a rabbit in my house. Rabbits usually have long ears, but my rabbit's ears are short. It's an interesting rabbit.





VOCABULARY ・ ごい

General Nouns

あし	leg(s), foot, feet
あたま	head
いしゃ	doctor
うで	arm
おかし	candy
オレンジ	orange (fruit/colour)
かお	face
かさ	umbrella
(お)かね	money
かみ(のけ)	hair (on head)
からだ	body
くち	mouth
け	hair (besides head)
しっぽ	tail
せ	height
て	hand
どうぶつ	animal(s)
はな	nose
みみ	ear(s)
め	eye
ゆび	fingers, toes

な Adjectives

じょうず(な)	skilled
ひま(な)	free (not busy)
へた(な)	unskilled, bad at
まじめ(な)	upright, honest, diligent

い Adjectives

うるさい	loud, noisy
いたい	painful
ひくい	short, low

Verbs

あるきます	to walk
うります	to sell
およぎます	to swim
はしります	to run

Compound Verbs

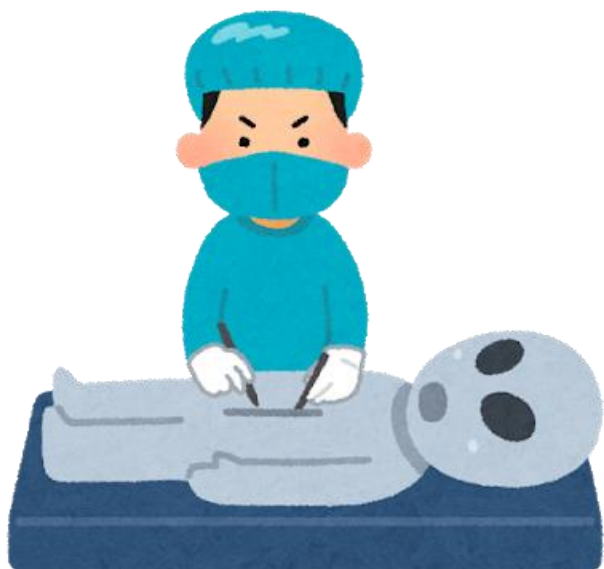
れんしゅうします	to practice
----------	-------------

Adverbs

いっしょうけんめい	with all one's effort
-----------	-----------------------

Phrases

あたまがいい	smart
あたまがわるい	dumb
あたまがいたい	head hurts



GRAMMAR ・ ぶんぽう

Grammar point 9.1: Marking Questions as Subjects With が

So far, our Japanese questions have always placed question words mid-sentence (after は), as **questions can't be topics** in Japanese. Our English translations sometimes hide this:

マイクさん **は** だれですか。
[Natural English: Who is **Mike**?]
[Literal: **As for Mike**, who is?]

The **topic** of this question is actually **Mike**, not **who**. This is not clear in the natural English translation.

However, sometimes we want a question word to be the **subject** of our sentence in Japanese. To do this, mark the question word with が. As the subject, the question word (and the answer that replaces it) now **does the verb**. So なに **が** たべますか is always “**what** eats”, not “what do **you** eat”. This allows us to create a lot of new questions.

たなかさん **は** いきますか。
[**As for Tanaka**, will they go?]


だれ **が** いきますか。 → たなかさん **が** いきます。
[**Who** will go?] [Tanaka will go.]

キムさん **は** ビールをのみましたか。
[Did **Kim** drink beer?]

だれ **が** ビールをのみましたか。 → キムさん **が** のみました。
[**Who** drank beer?] [Kim drank beer.]

We want to know **who** will do the verb (“go”) so **who** is the **subject** of the sentence. So we mark “**who**” with が.

Note how we keep the が particle in our replies to が questions.



You can use [question+が] before adjectives/nouns too. In this case, **subjects are** whatever comes after が. We've actually seen this before in the ~がすきです pattern.

ピザ **は** おいしいですか。
[Is (the) **pizza** delicious? (**As for the pizza**, is it delicious?)]

なに **が** おいしいですか。 ← ピザ **が** おいしいです。
[**What** is delicious?] [Pizza is delicious.]

これは **は** ボブさんのスマホですか。
[Is **this** Bob's smartphone?]

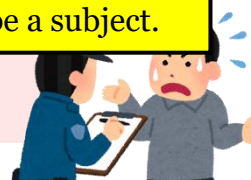
どれ **が** ボブさんのスマホですか。
[**Which** is Bob's smartphone?]

あした **は** いそがしいですか。
[Is **tomorrow** busy?]

いつ **が** いそがしいですか。
[**When** is busy?]

We have moved from a yes/no question to an open ended question.

いつ can't be marked by に, but “when” can be a subject.






Another useful question word for this grammar pattern is **どの**. The phrase **どの[X]** means “which [X]”. This is the question form of **この・その・あの**, and so **must also be followed by a noun**. **どの[X]** can be used with **any** of the particles we’ve learned so far, including this new **が** pattern (box 1) and other patterns we’ve seen (boxes 2 & 3)

が	どれ が わたしのベッドですか。 [Which is my bed?]	だれ が いきますか。 [Who will go?]
	どの ベッドが わたしのベッドですか。 [Which bed is my bed?]	どの せんせい が いきますか。 [Which teacher will go?]
を	どれ を たべますか。 [Which will you eat?]	どの ピザ を たべますか。 [Which pizza will you eat?]
	どこ で たべますか。 [Where will (we) eat?]	どこ に いきますか。 [Where will (we) go?]
で・に	どの レストラン で たべますか。 [Which restaurant will (we) eat at?]	どの レストラン に いきますか。 [Which restaurant will (we) go to?]

どのピザがたべますか would be “Which pizza eats?” which is... a bit odd to say the least.



Using [Question Word + **が**] also gives us new ways of saying old questions. For example:

せんせいのほん**は**どれですか。
[As for the teacher’s book, **which** is it?]

← We learned this sentence in Week 4.

どれ**が**せんせいのほんですか。
[Which is the teacher’s book?]

In these cases, the question of which form is best depends heavily on context. Basically, if you would **stress** a question word with your voice in English, **が** is best. The examples below illustrate this point; both questions would be asked in very different contexts.



マイクさん**は**だれですか。
[As for Mike, **who** are they?/Who is Mike?]
[Topic: Mike]

← This question is focused on Mike. You have heard of Mike and want to know who they are; Mike is therefore the topic.
Example answer: “My brother.”

だれ**が**マイクさんですか。
[Who is Mike?]
[Subject: Who?]

← This question is focused on “who”. You are newly aware of Mike, and need to know the specific person he is from the options.
Example answer: “That man over there.”

Finally, questions that use [Q Word + が], **should not be answered with は**. As the question asks about the **subject**, we answer with a subject (as you have seen).

When answering an open-ended question in Japanese, change the question word into an answer but keep the particles the same.

どこが いいですか。 → あのいけが いいです。
[Where is good?] [That pond over there is good.]

だれが ビールを のみますか。 → あやさんと しんさんが のみます。
[Who drinks beer?] [Aya and Shin drink (beer).]

どれが ジムさんの くるまですか。 → これが わたしの くるまです。
[Which is your car Jim?] [This is my car.]

We have been using this rule since Week 7!

「なにが すきですか。」
「にくが すきです。」

Grammar point 9.2: Nothing/No one

If we mark なに or だれ with も and then **end the sentence in the negative**, this creates the meaning of “nothing/no one [verbs/verbed]”.

だれが きましたか。 → **だれも きました でした。**
[Who came?] [No one came.]

きのうは、とてもいそがしかったです。 **なにも たべませんでした。**
[Yesterday (I) was very busy. I didn't eat anything.]

Sometimes our English translations will be positive sentences. In other cases, they will be negative. That's fine. Remember the Japanese rule; don't literally translate the English.

Grammar point 9.3: Talents & weaknesses

Our second grammar pattern this week tells us how say if someone is good or bad at something. To do so, we will use **the same structure** from Week 7 that we used to say that someone likes or dislikes something. To review, the structure looks like this:

[Person]	は	[Thing]	が	すきです。 きらいです。
は marks the topic , which is who (dis)likes something		が marks the subject , which is what is (dis)liked		すき = like きらい = dislike



By changing すき or きらい to じょうず (skillful) and へた (not skillful) we can talk about what people are good/bad at.

かれは サッカーが じょうず です。
[He is good at soccer.]

わたしはこのゲームが へた です。でも、(このゲームが) すき です。
[I'm bad at this game. But it (the game) is likeable.]



We can, of course, also use [noun/question word]+がじょうず・へた to ask about skills.

おねえさんはおはしがへたですか。
[Is your older sister **bad at using chopsticks**?]

かのじよはなにがじょうずですか。
[**What** is she **good at**?]

マイクさんはどんなゲームがじょうずですか。
[Mike, **what kind of games** are you **good at**?]



While there are lots of ways to translate じょうず and へた, be sure to note that they are actually な adjectives just like すき and きらい. Importantly, this affects their conjugation:

おとうさんはりょうりがへたじゃないです。でも、じょうずではありません。
[My father is **not bad** at cooking. But he **isn't good** at cooking.]

Furthermore, the fact that じょうず and へた are adjectives like すき and きらい means our translations are often not exact. The literal Japanese is not “good at” or “bad at”.

かれはサッカーがすきです。
[Natural English: He likes soccer.]
[Literal: As for him, soccer is すき.]

かれはサッカーがじょうずです。
[Natural English: He is good at soccer.]
[Literal: As for him, soccer is じょうず].



Our basic structure for both sentences using すき・きらい and じょうず・へた is therefore “As for X, Y is Z”. X is our **topic**, Y is our **subject**, and Z is our **adjective**. The adjective modifies the subject, and the subject is what the sentence is about. This split topic/subject grammar form is one that we will see a lot as we move forward with our Japanese study.

[Topic]	は	[Thing/Person]	が	[Adjective]
は marks the topic . In English, this would often be the subject of the sentence.		が marks the subject . The adjective will describe the subject.		The adjective describes the subject <i>or</i> the subject does the verb.

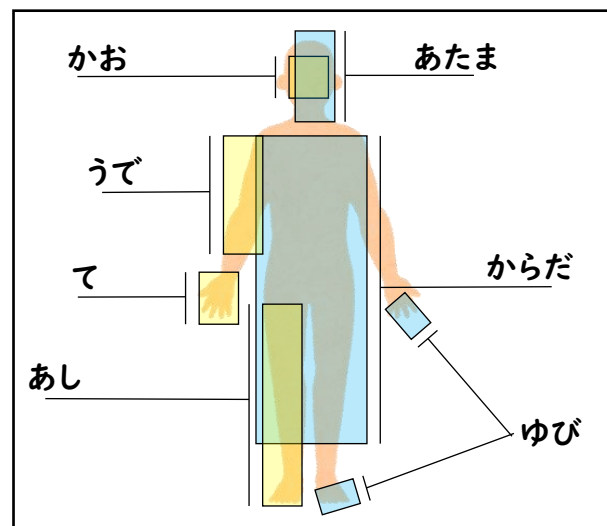
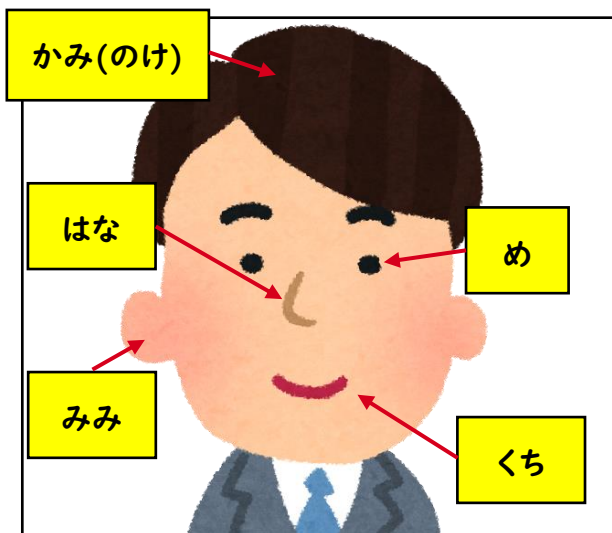


Grammar point 9.4: Describing traits

Let's revisit the structure we just used to talk about skills:

[Topic]	は	[Thing/Person]	が	[Adjective or verb]
は marks the topic . In English, this would often be the subject of the sentence.		が marks the subject . The adjective will describe the subject.		The adjective describes the subject or the subject does the verb

We also use this structure to discuss physical traits in Japanese. Before explaining why, let's quickly look at the major body parts in Japanese from [this week's vocabulary list](#).



Note that あし means both “leg” and “foot”, and ゆび can mean “fingers” or “toes” (although “fingers” is usually assumed). To be specific, say あしのゆび or てのゆび.

In English, we talk about people's bodies by saying “[Person's body part][am/is/are/will] [adjective]” or “[Person's body part][verbs]”. Here, [person's body part] is the **subject**.

- Her arms are long.
- His hair curls.
- The dog's leg hurts.
- John's eyes are black.



In Japanese it is instead natural to say “[As for person], [body part] が [adjective/verb]”. The person is the **topic**, the body part is the **subject**, and the adjective or verb **describes the body part**. So instead of “Her arms are long”, we say “As for her, arms are long”.

Examples are on
the next page!



かのじよはうでがながいです。 [As for her, arms are long.]
 かれはかみのけがみじかいです。 [As for him, hair is short.]
 いぬはあしがいたいです。 [As for (the) dog, its leg is painful.]
 ジョンさんはめがくろいです。 [As for John, eyes are black.]



This grammar form is especially important when **talking about height**. In English, we can say “[person] is tall” or “[person] is short”. In Japanese, you have to say “As for [person], height is tall/low”. Similarly, instead of saying “smart”, you say “head is good”.

わたしはあたまがあまりよくないです。
 [Natural English: I am **not very** smart.]
 [Literal: As for me, **head** is **not very** good.]

はははせがたかいです。でもちちはせがひくいです。
 [Natural English: My mother is **tall**. But, my father is **short**.]
 [Literal: As for mom, **height** is **tall**. But as for dad, **height** is **low**.]”



In understanding this point, it may also be worth also reviewing **the discussion of は as a topic marker in Chapter 6**.

Grammar point 9.5: Connective phrases

One way to make your Japanese compositions flow more naturally is to use connective phrases. We have already learned some of these, such as *じゃ*, *そして*, or *でも*. This week we will learn a few more.

The particle *が* can be added to the end of **any** sentence to mean “but”. The difference between *が* and *でも* is that *が* connects two statements into one sentence, while *でも* separates two sentences:

わたしはめがあおいです。でも、あにはめがくろいです。
 [My eyes are blue. **But**, my older brother’s eyes are black.]

2 sentences.

わたしはめがあおいですが、あにはめがくろいです。
 [My eyes are blue, **but** my older brother’s eyes are black.]

1 sentence.



ピザが大好きですが、きょうはサラダを食べます。
 [I love pizza, **but** today I’ll eat a salad.]

レストランはすてきでしたが、たべものはぜんぜんおいしくなかったです。
 [The restaurant was nice, **but** the food was not delicious at all.]


Another useful phrase is **ところで**. This means “by the way”, and is great when you want to change the subject.

「クラスはどうでしたか。」
[“How was class?”]

The speaker changes the **subject** from class to tomorrow.

「たのしかったですよ。あ、**ところで**、あしたはひまですか。」
[“It was fun. Oh, **by the way**, are you free tomorrow?”]

「はい、ひまですよ。なにをしますか。」
[“Yes I’m free. What are you going to do?”]



Finally, **しかし** means “however”. It works exactly like **でも**, appearing between sentences.

きょうはひまです。**しかし**、ごごにべんきょうします。
[I’m free today. **However**, I will study in the afternoon.]

Grammar point 9.6: Why & because

Our last grammar point this week will teach us how to give reasons & ask for explanations.

The Japanese word **どうして** means “why”. It takes **no particle**, and just attaches to the front of a question. You can also use the set phrase 「**どうしてですか**」 to mean “Why?”.

どうして
never takes
a particle.
It cannot
even be a
subject.

どうしてにほんごをべんきょうしますか。
[**Why** do you study Japanese?]

どうしていつもこのきっさてんにいますか。
[**Why** are you always in this café?]

クラスにきませんでしたね。**どうして**ですか。
[You didn’t come to class, right? **Why** (is that)?]



To provide explanations, we use the particle **から**. This particle comes after **です** or **ます** in all forms/tenses, and **after** the explanation itself. It is used to end a sentence (opposite of English, see examples) or connect one half of a sentence with another (see the next page).

どうしてにほんごをべんきょうしますか。
[Why do you study Japanese?]



たのしい**ですから**。
[**Because** it’s fun.]

にほんにいきました**から**。
[**Because** I went to Japan.]





おかねがたくさんありましたから、あたらしいゲームをかいました。

[Because I had a lot of money, I bought a new game.]

ひまじゃなかったですから、いきませんでした。

[Because I wasn't free, I didn't go.]

In contrast to English, where "because" starts an explanation, から comes at the end of one.

We can then use だから at the start of a sentence to mean "because of [that]" or "therefore". Just like から though, だから comes after the reason why.

いそがしかったです。だから、パーティーにはいけませんでした。

[I was busy. Because of that/therefore, I didn't go to the party.]

あしたはテストがあります。だから、きょうはべんきょうします。

[Tomorrow, there is a test. Because of that/therefore, I will study today.]

あしたはテストがありますから、きょうはべんきょうします。

[Because there is a test tomorrow, I will study today.]

Both forms are fine.



Grammar point 9.7: Price

To ask how much something is, use the question word いくら in the [X]は[Y]ですか form.

このいすはいくらですか。

[How much is this chair?]

そのコーヒーはいくらでしたか。

[How much was that coffee?]



When instead stating how much something costs, just give a number followed by a unit of currency. The only units you need to know for this class are えん (yen) and ドル (dollars).

「すみません、ピザはいくらですか。」

“Excuse me, how much is pizza?”

「ピザはろっぴゃく えん です。」

“Pizza is 600 yen.”

きのうのコンサートはいちまんごせん えん でした。

[Yesterday's concert was 15,000 yen.]

わたしのさいふにごドルがあります。

[There is 5 dollars in my wallet.]





CULTURE NOTE ・ ぶんかのしょうかい

Japanese Traditional Arts (芸道^{げいどう})

The term げいどう refers to traditional Japanese arts, sports, and cultural activities, ranging from calligraphy to martial arts. The popularity of these art forms waxes and wanes; baseball, coffee breaks, and guitars are much more popular now than sumo, tea ceremonies, and shamisen. But there are many who still enjoy and practice げいどう, or even mix them with art forms from outside Japan to create exciting new trends and styles.

Traditional Arts

Japan has a long history of artists practicing pottery, dance, martial arts, music, painting, and literature. You've probably heard of *haiku* or *karate*, but do you know these terms?



- 茶道^{さどう} — Tea ceremony using matcha
- 煎茶道^{せんちやどう} — Tea ceremony using loose-leaf green tea
- 華道^{かどう} or 生け花^{い ぼな} — Flower arrangement
- 香道^{かうどう} — Incense ceremony
- 書道^{しょどう} — Japanese calligraphy
- 浮世絵^{うきよえ} — Woodblock prints
- 武道^{ぶどう} — Martial arts, such as 柔道^{じゅうどう} (judo), 剣道^{けんどう} (fencing), or 弓道^{きゅうどう} (archery)



- 演劇^{えんげき} — Theater, such as 能^{のう} and 歌舞伎^{かぶき}
- 落語^{らくご} — Comedic storytelling
- 日本舞踊^{にほんぶよう} — Forms of Japanese dance

Traditional Instruments

If you listen to Japanese music, traditional or contemporary, you are likely to hear many of these instruments. If you're keen, many can be seen, learned, and performed in Australia!



- 三味線^{しゃみせん} — A three-stringed instrument shaped like a banjo, played by plucking/a plectrum
- 琵琶^{びわ} — A four- or five-stringed lute
- 太鼓^{たいこ} — Drums played (as a group) with thick sticks
- 琴^{こと} — A long stringed instrument, placed on the ground and plucked with fingerpicks.

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Exercise 9.1

Change each yes/no question into an open-ended question by using the question word + が structure, changing the question into the sentence’s subject. See the example answer.

EXAMPLE: せんせいはマイクさんですか。 → **だれがせんせいですか。**
 [Is the teacher Mike?] [Who is the teacher?]

1. そのピザはおいしいですか。 → _____
 [Is that pizza delicious?] [What is delicious?]
2. これはおもしろいですか。 → _____
 [Is this thing near me interesting?] [Which is interesting?]
3. たなかさんはテニスをしましたか。 → _____
 [Did Tanaka play tennis?] [Who played tennis?]
4. テニスがじょうずですか。 → _____
 [Are you good at tennis?] [What are you good at?]
5. ここはいいですか。 → _____
 [Is this place okay?] [Where is okay?]

Exercise 9.2

Match each particle with its function (write the number next to the particle). Some particles have multiple functions.

- は _____
- が _____
- に _____
- で _____
- を _____
- と _____
- の _____

1. Mark time
2. Mark a direct object
3. Combine two nouns to mean “and”
4. Mark the location where something is done/occurs
5. Mark destination
6. Mark ownership or belonging
7. Mark the topic of a sentence
8. Mark the thing that exists in a “there is/there are” sentence
9. Mark question words that are the subject of a sentence
10. Mark the location where something is/exists

Exercise 9.3

For each sentence, choose the most appropriate connector word from the options in the box, and put it inside the []. Words may be used multiple times.

だから

そして

ところで

しかし

1. よじにクラスがあります。[] ごじはんはひまです。
2. ひるにピザをたくさんたべました。[] きょうはばんごはんをたべません。
3. いいですよ。[] あしたのテストはなんじですか。
4. ろくじにかえります。[] うちでばんごはんをつくります。
5. ねこがすきです。[] うちにねこがたくさんいます。

Exercise 9.4

Answer the following questions about yourself in Japanese.

1. りょうりがじょうずですか。

2. ワインがすきですか。どうしてですか。

3. どうしてにほんごをべんきょうしますか。

4. どんなたべものがきらいですか。

5. どのスポーツがへたですか。

6. マッコリーセンターのどのレストランがおいしいですか。

Exercise 9.5

Translate each English sentence into Japanese. Pay attention to tense/positivity when translating (e.g., don't translate "**not** big" as ちいさい).

1. "Why does your head hurt?" "Because I drank a lot of beer."

_____.

2. She is tall. Because of that, she is good at basketball.

_____.

3. The man over there is bad at sports.

_____.

4. My younger sister and older sister have red hair.

_____.

5. The teacher has long fingers. However, he has small hands.

_____.

6. My cute dog is not very smart.

_____.

Exercise 9.6

Translate each Japanese sentence into English. Pay attention to tense/positivity.

1. サマンサさんはかみのけがみじかいですね。

_____.

2. たのしくなかったです。だから、ろくじにかえりました。

_____.

3. あしがいたいですから、いしゃにいきます。

_____.

4. どれがさんまごひやくえんですか。

5. どうしてこのいぬはしっぽがみじかいですか。

6. いっしょうけんめいべんきょうしますから、あたまがよいです。

Exercise 9.7

Choose the correct particle or word from each () so that the Japanese sentence matches the English sentence.

1. Steve likes Mio.

スティーブさん (は・が・を) みおさん (は・が・を) すきです。

2. That person is very tall.

あのひと (は・が・を) せ (は・が・X) とても (は・が・X) たかいです。

3. Because I like this café, I often drink here.

このきっさてん (は・が・で) すきですからよくここ (に・で・を) のみます。

4. Jim is loud. Because of that, I don't like him.

ジムさん (は・が・を) うるさいです。

(ところで・だから・でも) わたし (は・が・を) すきじゃないです。

5. My parents don't like wine, but they like beer. I'm the same.

りょうしん (は・が・X) ワイン (は・が・X) すきじゃないですが、

ビール (を・が・X) すきです。わたし (は・も・と) そうです。

6. Cathy is very smart. However, because she doesn't practice, she's bad at Japanese.

キャシーさん (は・が・を) あたま (X・が・は) とてもいいです。

(しかし・だから・そして) ぜんぜんれんしゅうしません (が・から・でした)、

かのじょ (が・は・も) にほんご (も・と・が・は) へたです。

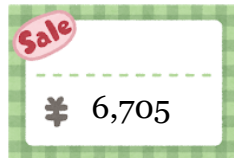
7. "Why are you good at cooking?" "Because I hate fast food."

「どうして (X・は・が・を) りょうり (も・を・が) じょうずですか。」

「ファストフード (は・が・を・に) きらいですから。」

Exercise 9.8

Write each price in Japanese. Don't forget to include ~えん!



Exercise 9.9

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence using a question as the subject, and an answer to the question.

Q: _____

A: _____

Translation:

2. Write a sentence using a どうして, an answer that includes から.

Q: _____

A: _____

Translation:

3. Describe a part of your body as the reason (~から) you are good/bad at something.

Translation

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Exercise 9.1

Change each yes/no question into an open-ended question by using the question word + が structure. See the example answer.

EXAMPLE: せんせいはマイクさんですか。 → だれがせんせいですか。
[Is the teacher Mike?] [Who is the teacher?]

1. そのピザはおいしいですか。 → なにがおいしいですか。
[Is that pizza delicious?] [What is delicious?]
2. これはおもしろいですか。 → どれがおもしろいですか。
[Is this thing near me interesting?] [Which is interesting?]
3. たなかさんはテニスをしましたか。 → だれがテニスをしましたか。
[Did Tanaka play tennis?] [Who played tennis?]
4. テニスがじょうずですか。 → なにがじょうずですか。
[Are you good at tennis?] [What are you good at?]
5. ここはいいですか。 → どこがいいですか。
[Is this place okay?] [Where is okay?]

Exercise 9.2

Match each particle with its function (write the number next to the particle). Some particles have multiple functions.

- は 7
- が 8, 9
- に 1, 5, 10
- で 4
- を 2
- と 3
- の 6

11. Mark time
12. Mark a direct object
13. Combine two nouns to mean “and”
14. Mark the location where something is done/occurs
15. Mark destination
16. Mark ownership or belonging
17. Mark the topic of a sentence
18. Mark the thing that exists in a “there is/there are” sentence
19. Mark question words that are the subject of a sentence
20. Mark the location where something is/exists

**Exercise 9.3**

For each sentence, choose the most appropriate connector word from the options in the box, and put it inside the []. Words may be used multiple times.

だから

そして

ところで

しかし

- よじにクラスがあります。[**しかし**] ごじはんはひまです。
- ひるにピザをたくさんたべました。[**だから**] きょうはばんごはんをたべません。
- いいですよ。[**ところで**] あしたのテストはなんじですか。
- ろくじにかえります。[**そして**] うちでばんごはんをつく
- ねこがすきです。[**だから**] うちにねこがたくさんいます。

Some other answers might work in a very specific context. The answers here are the most likely.

Exercise 9.4

Answer the following questions about yourself in Japanese.

- りょうりがじょうずですか。

はい、じょうずです。まいにちつくりますから。

- ワインがすきですか。どうしてですか。

あまりすきじゃないです。まずいですから。

- どうしてにほんごをべんきょうしますか。

よくにほんにいけますから。そして、にほんじんのともだちがいますから。

- どんなたべものがきらいですか。

なっとうがきらいです。

- どのスポーツがへたですか。

ラグビーがへたです。すきじゃないですから。

- マッコーリーセンターのどのレストランがおいしいですか。

「Restaurant Name in Katakana」がおいしいです。

This is a model.
Your answer(s) may differ.
Check with another classmate!



Exercise 9.5

Translate each English sentence into Japanese. Pay attention to tense/positivity when translating (e.g., don't translate "not big" as ちいさい).

1. "Why does your head hurt?" "Because I drank a lot of beer."

「どうしてあたまがいたいですか。」 「ビールをたくさんのみましたから。」

2. She is tall. Because of that, she is good at basketball.

かのじよはせがたかいです。だから、バスケットボールがじょうずです。

Do not use ~のせが
in place of ~はせが

3. The man over there is bad at sports.

あのおとこのひとはスポーツがへたです。

4. My younger sister and older sister have red hair.

いもうととあねはかみのけがあかいです。

Do not use ~のかみのけが
in place of ~はかみのけが

5. The teacher has long fingers. However, he has small hands.

せんせいはゆびがながいです。しかし OR でも、てがちいさいです。

Do not use ~のゆび・てが
in place of ~はゆび・てが

6. My cute dog is not very smart.

わたしのかわいいいぬはあたまがあまりよくないです。

あまり could come before
あたま, but not before は

Exercise 9.6

Translate each Japanese sentence into English. Pay attention to tense/positivity.

1. サマンサさんはかみのけがみじかいですね。

Samantha has short hair, doesn't she.

2. たのしくなかったです。だから、ろくじにかえりました。

It wasn't fun. Because of that, I went home at 6.

3. あしがいたいですから、いしやにいきます。

Because my leg/foot hurts, I will go to the doctor.

4. どれがさんまんごひゃくえんですか。

Which is 30,500 yen?

5. どうしてこのいぬはしっぽがみじかいですか。

Why does this dog have a short tail?/Why is this dog's tail short?

6. いっしょうけんめいべんきょうしますから、あたまがよいです。

Because I study hard, I am smart.

Exercise 9.7

Choose the correct particle or word from each () so that the Japanese sentence matches the English sentence.

1. Steve likes Mio.

スティーブさん (は・が・を) みおさん (は・が・を) すきです。

2. That person is very tall.

あのひと (は・が・を) せ (は・が・X) とても (は・が・X) たかいです。

3. Because I like this café, I often drink here.

このきっさてん (は・が・で) すきですからよくここ (に・で・を) のみます。

4. Jim is loud. Because of that, I don't like him.

ジムさん (は・が・を) うるさいです。
(ところで・だから・でも) わたし (は・が・を) すきじゃないです。

5. My parents don't like wine, but they like beer. I'm the same.

りょうしん (は・が・X) ワイン (は・が・X) すきじゃないですが、
ビール (を・が・X) すきです。わたし (は・も・と) そうです。

6. Cathy is very smart. However, because she doesn't practice, she's bad at Japanese.

キャシーさん (は・が・を) あたま (X・が・は) とてもいいです。
(しかし・だから・そして) ぜんぜんれんしゅうしません (が・から・でした)、
かのじょ (が・は・も) にほんご (も・と・が・は) へたです。

7. "Why are you good at cooking?" "Because I hate fast food."

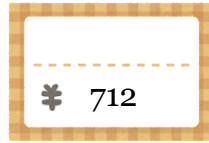
「どうして (X・は・が・を) りょうり (も・を・が) じょうずですか。」
「ファストフード (は・が・を・に) きらいですから。」

Exercise 9.8

Write each price in Japanese. Don't forget to include ~えん!



はっぴゃくさんじゅういちえん



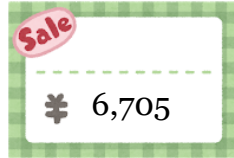
ななひゃくじゅうにえん



ごひゃくよんじゅうきゅうえん



せんよんひゃくはちじゅうにえん



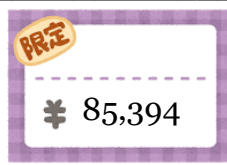
ろくせんななひゃくごえん



にせんろっぴゃくよんじゅうえん



いちまんじゅうえん



はちまんごせんさんびゃくきゅうじゅうよんえん



にじゅうまんごせんえん

Exercise 9.9

Write original sentences following the prompts, and then translate

Confirm your sentences by checking with classmates and/or reviewing class content.

1. Write a sentence using a question as the subject, and an answer to the question.

Q: だれがピザを食べましたか。

A: ちえさんとたなかさんがピザを食べましたか。

Translation:

Remember, the subject (question word) DOES the verb or IS the adjective.

2. Write a sentence using a どうして, an answer that includes から.

Q: どうしてろくじにおきましたか。

A: きょうははちじにテストがありますから。

Translation:

Don't forget that から comes *after* the reason for doing something, not *before* like "because".

Describe a part of your body as the reason (~から) you are good/bad at something.

わたしはめがわるいですから、スポーツがへたです。

Translation

The basic form you'll need is [person]は[bodypart]が[adjective]ですから [activity]が[skilled/unskilled]です。

WEEK TEN ・ だいじゅっしゅう

SAMPLE DIALOGUES ・ かいわ

Dialogue 10.1: Weekend/しゅうまつ


しゅうまつはなにをしましたか。

ちちとあねときょうとにいきました。
とてもたのしかったです。



いいですね！なにでいきましたか。

でんしゃでいきました。はやかったです。
にほんのでんしゃはべんりですね。
まゆみさんはなにをしましたか。



にじゅうさんにちはちちのたんじょうびですから、
プレゼントをインターネットでかいました。
あしたちちにプレゼントをおくります。

すてきですね。なにをかいましたか。



でんしゃのフリーパスをかいました。
ちちは、よくははといっしょにりょこうをしますから。



Dialogue 10.1: Translation



What did you do yesterday?

I went with my dad and older sister to Kyoto.
It was very fun.



Nice! How did you go there?

We went by train. It was very fun.
Japanese trains are very convenient.
Mayumi, what did you do?



Because the 23rd is my dad's birthday, I bought a present
on the internet. Tomorrow I will send it to my dad.

That's so nice. What did you buy?



I bought an all-you-can-use train pass.
Because my dad often travels with my mom.



Dialogue 10.2: Onigiri/おにぎり



おにぎりをどうやってつくりますか。

おにぎりですか。えっと、ごはんをたきます。そして...



すみません。「たきます」は？

あ、つくります。ごはんをつくります。

そして、てでいっぶんぐらいギュとまるくして、



ギュ... と... まる... く？

えっと、ごはんのボールをてでスクイズします。

そして、ボールのなかにたべものをいれます。

にほんじんはよくごはんにうめ、いや、プラムをいれます。

ボールをのりにおきます。そして、てでたべます。



のりはシーウードですか。

はい、そうです！



Dialogue 10.2: Translation



How do you make onigiri?

Onigiri? Well, first you *takimasu* rice. Then...



Sorry. What's *takimasu*?

Ah, to make. To make rice.

Then, for about a minute you *gyuu to marukushite* with your hands...



gyuu to marukushite?

Um, squeeze a rice ball with your hands.

Then, put food inside the ball.

Japanese people often put *ume*, no, plums inside.

Put the ball on the *nori*. Then, eat it.



Is *nori* seaweed?

Yes, that's right!



Dialogue 11.3: Oops!/おっと!



わあ、エネルギーがぜんぜんありません。

わたしも。そして、あたまがとてもいたいです。



おつかれさまでした。
ちなつさんもよくべんきょうしましたか。
わたしははちじかんぐらいべんきょうしました。
ぜんぜんねませんでした。

いいえ、わたしはともだちとバーで
ろくじかんぐらいおさけをのみました。
あさのさんじにうちにかえりましたから
いまはエネルギーがありません。



えっと、ちなつさん、
きょうはクラスでさんじかんのテストがありますよ。

ええええええ？ そうですか?????



Dialogue 11.3: Translation



Ahg, I have no energy at all.

Me too. Also, my head really hurts.



You must have worked hard.

Did you also study?

I studied for around eight hours. I didn't sleep at all.

No, I drank alcohol for about six hours with my friends at the bar. Because I got home at 3 in the morning I have no energy now.



Um, Chinatsu, today in class there is a 3 hour long test...

Whaaaaaat? Really!?!?!?!?





VOCABULARY ・ ごい

As in "to hang out".
Remember: to play sports/games is します

General Nouns

アイスクリーム	ice cream
いざかや	Japanese-style bar
インターネット	internet
おはし	chopsticks
(マグ)カップ	cup (mug)
くうこう	airport
コンピューター	computer
ごはん	cooked rice, a meal
ゴミばこ	rubbish bin/trash can
ざいりょう	ingredients
じかん	time
タブレット	tablet
ちかてつ	subway
でんしゃ	train
ナイフ	knife
なべ	a pot
バー	bar
ひこうき	airplane
ふで	brush (for writing)
フォーク	fork
フライパン	frying pan
プレゼント	present
ほうちょう	large kitchen knife



Verbs

[Yに]あいます	to meet (Y).
あそびます	to play
[Xを][Yに]いれます	to put (X in Y)
[Xを][Yに]おくります	to send (X to Y)
[Xを][Yに]なげます	to throw (X at Y)
[Yに]のります	to get on/to ride (Y)
はなします	to talk, to chat
[Xを][Yに]わたします	to hand, pass (X to Y)

Compound Verbs

しごとをします	to work, to do a job
ふくしゅうします	to review

な Adjectives

おしゃれ(な)	fashionable, stylish
カラフル(な)	colourful
ハンサム(な)	handsome
ラッキー(な)	lucky

Phrases

ぐらい	about, around (time)
あるいてかえります	to go home by foot
あるいていきます	to go to by foot
あるいてきます	to come to by foot
ひとりで	by one's self





GRAMMAR ・ ぶんぼう

Grammar point 10.1: Expressing “by means of” by means of で

This week, we will learn three new “role” particles: と, に, and で. First, let’s talk about the particle で. So far, we have used the particle で to indicate where something occurs.

スーパー **で** あさごはんのざいりょうをかいました。
[I bought ingredients for breakfast **at** the supermarket.]

で and と are **100% new** particles.
に is technically a new use of the
“destination に”

The new で particle we are learning this week is instead used to mark **the means by which something is (or isn’t/was/wasn’t) done.**

でんしゃ **で** あまりだいがくにきません。
[I don’t usually come to university **by** train.]

わたしはいつも **で** フライドポテトをたべますが、あにはおはし **で** たべます。
[I always eat French fries **with** my hands, but my older brother **uses** chopsticks.]

だいがく **で** たいていきょうかしょをタブレット **で** よみます。
[**At uni** I usually read my textbook **via** a tablet.]

オンラインゲーム **で** ともだちをたくさんつくりました。
[I made a lot of friends **through** online games.]

Since these two
で are different
particles, we can
use them in the
same sentence!



In some cases, it may be difficult to know if で refers to location or method. However, in these cases it almost always doesn’t matter. Both translations will have similar meanings.

コンピューター **で** ビデオをみました。
[I watched a video **at/by means of** the computer.]

Both interpretations end up
describing the same thing.

There are also two new question forms we can use that **usually require** で **when answering them.** The first is なにで, which means “by means of what”.

「**なにで** いきますか。」 「ひこうき **で** いきます。」
[“**How** (by means of what?) will you go?” “I will go **by** plane.”]

The second option is どうやって. どうやって is broader, and just means “how?”. So while なにで requires で in the answer, どうやって can be answered with *any* explanation.

どうやって たべますか。 たいていナイフとフォーク **で** たべます。
[**How** do you eat this?] [Usually **with** a knife and fork.]

Grammar point 10.2: Together with と

We also have a new use of と. **Our earlier** と connected **noun phrases** to mean “and”.

にほんごとかんこくごがすきです。 [I like Japanese **and** Korean].

This first と is not a role particle.

Our new と means “together with”, as in “I went **with** a friend”, or “I ate it **with** sauce”.

However, it **cannot** replace で to mean “with = method” though, as in “I ate **with** a fork”.



わたしはちち**と**りょうりをしました。
[I cooked **with** my father.]

ちち**と**フライパン**で**りょうりをしました。
[I cooked **with** my father **with** a pan.]

と is often followed by the phrase いっしょに (“together”) as the set といっしょに.

いっしょに is mostly optional though, and can be used alone (いっしょにきました。)

クリスマスにかのじょ**と**いっしょにこうえんにいきました。
[I went to the park **together with** my girlfriend/her on Christmas.]

クラスメート**と**いっしょに、にほんごをふくしゅうしました。
[I reviewed Japanese **together with** my classmate(s).]

Without context, either meaning is possible.



Question words like だれ can also be used with と.

だれ**と** (いっしょに) ばんごはんをつくりましたか。
[Who did you make dinner **(together) with**?]

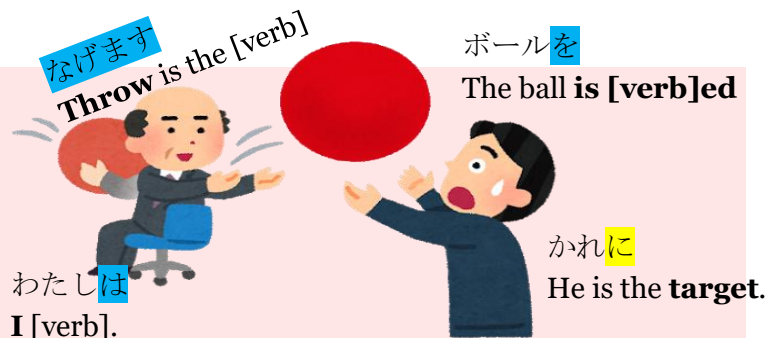
Grammar point 10.3: Destination of action with に

So far, we have used に to mark time, destination, and location of existence. This week we will expand our understanding of “destination” to include **destination of action**. That is, what/who something is done **to**, or what/who an action is directed **at**.

Many verbs in **this week’s vocabulary list** list [Y に] before them. When writing these verbs, the person/people/thing(s) that the verb is directed at are marked by に. For example, in the diagram below に shows us where the man throws (ねげます) the ball **at/to**.

わたしはボールをかれ**に**なげました。
[I threw a ball **at/to** him.]

“Him” is the target of the verb.
The ball is thrown **at/to** him.





The examples below show more examples of verbs done **to or at** a person/thing marked by に. Careful though, as many verbs can't use this に; you can't たべます *at/to* someone.

かのじょ **に** おもしろいプレゼントをおくりました。

[I sent an interesting present **to** my girlfriend/her.]

ちちのたんじょうび **に** ちち **に** てがみをかきます。

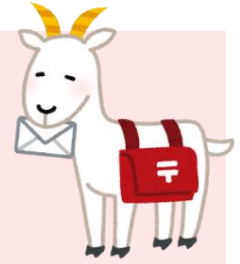
[I will write a letter **to** my father **on** his birthday.]

クッキーをはこ **に** いました。

[I put the cookies **in** the box.]

さんじ **に** はは **に** でんわをします。

[I will phone **(to)** my mom **at** 3.]



Since these two particles, we can use them in the same sentence!

Grammar point 10.4: Frequency & duration

The suffix ~かん is attached to periods of time to indicate **the length something occurs for or is done for**. These ~かん phrases **never** take a particle.

For minutes, かん is optional. Note how no particle is used after ~かん in the examples.

さんじゅっぷん(かん)べんきょうしました。

[I studied **for** 30 minutes.]

スカイプでよんじゅっぷん(かん)ぐらいはなしました。

[We talked via Skype **for** about 40 minutes.]



For hours, かん always comes **directly after** じ. If counting hours and minutes, かん therefore comes **before** the minutes, as in いちじかんじゅっぷん (1 hour and 10 minutes).

かのじょはいちじかんテレビをみました。

[She watched TV **for** an hour.]

テストはにじかんにじゅっぷんです。

[The test goes **for** 2 hours and 20 minutes.]



For number of days, かん attaches to **the dates of a month** directly to create [# of days].

The one exception is “1 day”, which is just いちにち (with nothing attached).

ふつかかんにはほんでりょこうしました。

[I travelled in Japan **for** two days.]

The question forms “how many minutes/hours/days” are respectively なんぷん(かん), なんじかん, and なんにちかん.





For weeks, use the phrase #+しゅうかん. Note that 1 week is いっしゅうかん, 8 weeks is はっしゅうかん, and 10 weeks is じゅうしゅうかん. The question form is なんしゅうかん.

あねはにしゅうかんいます。

[My older sister will be here for two weeks.]

オーストラリアの^{semester}がつきはじゅうさんしゅうかんぐらいです。

[An Australian semester is about 13 weeks long.]

そのしごとをさんしゅうかんしました。

[I did that job for 3 weeks.]

なんしゅうかんにほんにいますか。

[For how many weeks will you be in Japan?]



For months, use [#+かげつ]. かん is optional. The special readings are いっかげつかん for “1 month” and ろっかげつかん for “six months”, and since we are counting months “4 months long” is よんかげつ while “April” is しがつ. The question form is なんかげつ(かん).

ごかげつかんにほんごをべんきょうしました。

[I studied Japanese for five months.]

ここでしごとをなんかげつ(かん)しますか。

[How many months will you work here for?]



Finally, for years use [#+ねんかん]. For years that end in ~4, use ~よねんかん, following the same rules as for よねんせい and よじ. The question form is なんねんかん.

アメリカのだいがくせいはいたいだいがくでよねんかんべんきょうします。

[American university students usually study at uni for four years.]

そのオタクは、いちねんかんうちをでませんでした。

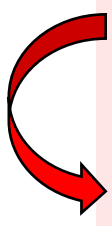
[That otaku didn't leave their house for a year.]

「どうしてにほんごがじょうずですか。」

["Why are you good at Japanese?"]

「にほんでごねんかんべんきょうしましたから。」

["Because I studied for five years in Japan."]



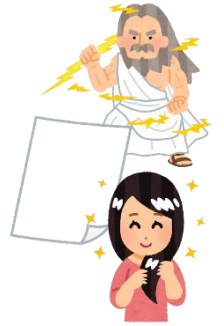
INTRODUCTION TO KANJI 1/2 ・ かんじのどうにゅう

Japanese writing requires the use of three scripts: hiragana, katakana, and kanji. Kanji are different from hiragana and katakana because rather than just representing sound, kanji *usually* represent both sound and meaning at the same time. For example, in Japanese the sound sequence *kami* has three possible meanings:

- 1. Paper
- 2. Hair
- 3. Spirit(s)/God(s)

So writing このかみ in hiragana could mean “this paper”, “this hair”, or “this god”. However, since kanji represent sound *and* meaning, each word becomes distinct.

- 1. 紙
- 2. 髪
- 3. 神



As a result, if we write この紙^{かみ}, we know that the phrase must be “this paper”.

This semester, we will learn to read 14 kanji. Seven this week, and seven **next week**. You will **not be expected to write these kanji** (we will do that next semester), but you are encouraged to try! Our first kanji are the kanji for the numbers 1-5, 10, and 100.

いち	に	さん	し・よん	ご	じゅう	ひゃく
一	二	三	四	五	十	百

As you can imagine, writing 一 instead of いち saves a lot of time! However, there is one thing you need to be very careful of: kanji do not remind us about changes in sound.

For instance, look at the words below:

Hiragana	いちえん	いっぶん	いっしゅうかん	いっしょに
Kanji	一円	一分	一週間	一緒に
	one yen	one minute	one week	together



The only word where 一 is read as いち is “one yen”. The others are all いっ. Because kanji “hides” spellings, have to remember all sound changes when reading kanji. Unlike the hiragana, the kanji will not help you remember.

Let's look at another example using 百 (100):

Hiragana	ひゃく	にひゃく	さんびゃく	ろっぴゃく
Kanji	百	二百	三百	六百
	100	200	300	600



For 100 and 200, 百 is read as ひゃく without any issue. However, the combination 三百 doesn't remind you that ひゃく is now びゃく. The combination 六百 then hides both the change from ろく to ろっ and the change from ひゃく to びゃく.

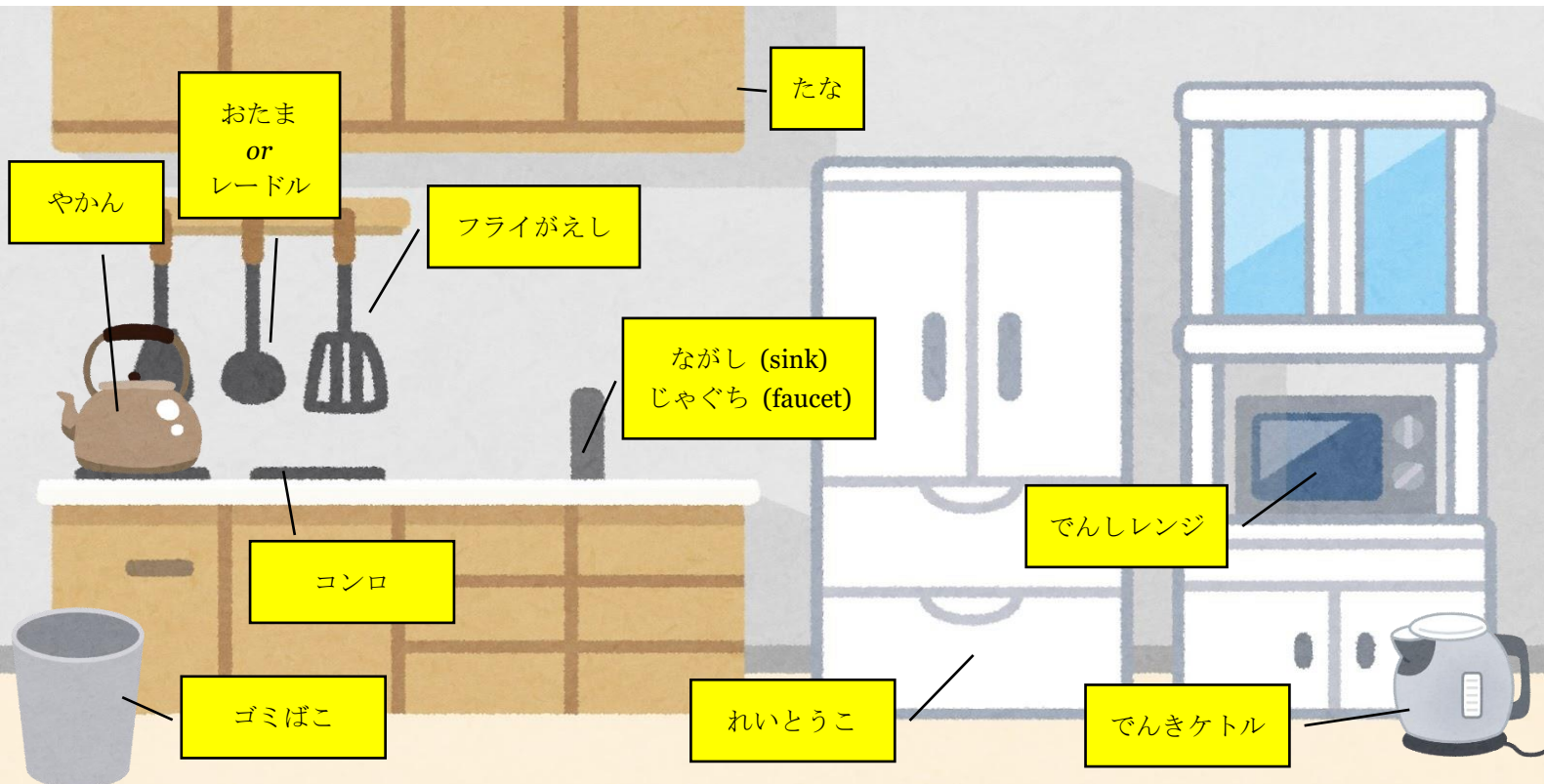
In sum: don't forget your basic Japanese when using kanji! Knowing kanji does not mean you can forget how to spell Japanese.



CULTURE NOTE ・ ぶんかのしょうかい

Japanese Cooking & Kitchens

This week's vocabulary contains a number of items you're likely to find in any kitchen, but the list is far from exhaustive. The following terms may also be useful:


Japanese Utensils, Cutlery, and Dishware

The broad term for utensils in Japanese is **しよつき**. This includes words from our vocabulary lists like ナイフ, フォーク, and おはし, but also items less commonly seen in Australian kitchens. Both スプーン and おさじ refer to spoons, while a (ちり) れんげ refers to the deeper spoons often seen in bowls of soup and ramen. A Japanese cutlery drawer will also likely have さいばし (long cooking chopsticks) and a しゃもじ (rice scooper). While some people cook rice on the stove, most use a すいはんき (rice cooker).

The generic term for plates in Japanese is おさら, but you might also see food served in small earthenware pots called どなべ, or flat earthenware plates known as やきもの or やきものざら. Bowls are usually called ボール. Specific bowl names exist too though, like するわん for a miso soup bowl, but these are uncommon outside of the use of ちやわん to refer to a rice bowl. Borrowed terms for drinkware include ガラス (glass), カップ (cup), and マグカップ (mug). Traditional Japanese teacups (see left image) are known as ゆのみ. Sake cups are instead おちょこ, while the larger ceramic containers (not glass bottles, see bottom right) you pour from are called とっくり.



WEEK 10 WORKBOOK ・ ワークブック 10
Exercise 10.1

In each [], write either に, と, or で to complete the sentence. The sentences may contain words in katakana you don't know; try reading them aloud to find the meaning.

1. にほんじんはよくスパゲッティをおはし[]たべます。
2. しゅくだいがむずかしいですから、ともだち[]します。
3. ゆうびんきょく[]てがみをいもうと[]おくりました。
4. バス[]いきます。くるまがありませんから。
5. わたしのへや[]れいぞうこがありますから、そこ[]よくたべます。
6. フォーク[]にくをボール[]いれました。
7. ジェームズさん[]スカイプ[]いちじかんはなしました。
8. さんじはん[]きつさてん[]たなかさん[]はなしました。
9. だれ[]いっしょ[]パーティー[]いきますか。
10. これをなに[]たべますか。

Exercise 10.2

Answer each multiple choice question.

1. Which is **not** a use of the particle に:
 - a. marking destination of action
 - b. marking time
 - c. marking location of action
2. Which is **not** a use of the particle で:
 - a. marking location of existence
 - b. marking method
 - c. marking location of action
3. Which is **not** a use of the particle と:
 - a. connecting nouns as “and”
 - b. marking topics
 - c. marking “with”
4. Which is **not** a use of the particle が:
 - a. marking what exists
 - b. showing subject of adjectives
 - c. marking topics
5. Which is **not** a use of the particle は:
 - a. marking objects
 - b. marking subjects
 - c. marking topics

Exercise 10.3

Read the text below, and then answer the questions that follow in English. Each sentence includes at least 1 word we have not learned in class; a dictionary is required for this exercise.

1. てをいっしょうけんめいあらいます。
2. ざいりょうをテーブルのうえにおきます。
3. ほうちょうでにくをきります。そしておおきいボールにいれます。
4. ボールににくといっしょにしおとしょうもいれます。
5. てでよくまぜます。フォークもだいじょうぶです。
6. やさいをちいさいナイフできります。
7. やさいとにくをフライパンにバターといっしょにいれます。
8. フライパンでにじゅっふんぐらいやきます。

A. What kind of text is this? _____

B. What do you do with the meat? _____

C. What does フォークもだいじょうぶです mean in line 5?

D. Translate sentence 7: _____

E. How long do you cook, and by what method? _____

Exercise 10.4

Use a dictionary to look up 1 new noun, い adjective, な adjective, and verb that you think will be useful to your future Japanese study. List them and their definition, and then use them in a past tense sentence. The sentence can be positive or negative.

1. Noun : _____

2. Noun (past) : _____

3. い Adj. : _____

4. い Adj. (past): _____

5. な Adj. : _____

6. な Adj. (past): _____

7. Verb : _____

8. Verb (past): _____

Exercise 10.5

Write the following numbers in both Arabic numerals (1234 etc.) and hiragana.

<p>二百三</p> <div style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-size: 1.2em;">203</div> <p>にひゃくさん</p> <hr/>	<p>三十四</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>五百十一</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>十二</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>
<p>四百十一</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>百五十三</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>二百五</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>三百三十</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>
<p>五十四</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>四十二</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>百十</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>	<p>百二十三</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <hr/>

Exercise 10.6

Answer each question about yourself in Japanese.

1. たいていなにでだいがくにいきますか。

_____。

2. せんしゅうのしゅうまつに、だれとにほんごをべんきょうしましたか。

_____。

3. クリスマスにだれにプレゼントをおくりますか。

_____。

4. まいにち、なんじかんぐらいテレビをみますか。

_____。

5. きのうち、ほんをなんぶんかんよみましたか。

_____。

6. にほんごをなんしゅうかんふくしゅうしましたか。

_____。

7. こんしゅう、なんじかんしごとをしましたか。

_____。

8. あした、だれにあいますか。どこにあいますか。

_____。



Exercise 10.7

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence that includes a use of **で** for “by means of” and **と** for “with”

Translation:

2. Write a sentence that includes a use of **と** for “with” and **に** for “desination of action”

Translation:

3. Write a sentence that includes **に** for “desination of action” and **で** for “by means of”

Translation:

WEEK 10 WORKBOOK ANSWER KEY · ワークブック回答集 10
Exercise 10.1

In each [], write either に, と, or で to complete the sentence. The sentences may contain words in katakana you don't know; try reading them aloud to find the meaning.

1. にほんじんはよくスパゲッティをおはし[**で**]たべます。
2. しゅくだいがむずかしいですから、ともだち[**と**]します。
3. ゆうびんきょく[**で**]てがみをいもうと[**に**]おくりました。
4. バス[**で**]いきます。くるまがありませんから。
5. わたしのへや[**に**]れいぞうこがありますから、そこ[**で**]よくたべます。
6. フォーク[**で**]にくをボール[**に**]いれました。
7. ジェームズさん[**と**]スカイプ[**で**]いちじかんはなしました。
8. さんじはん[**に**]きつさてん[**で**]たなかさん[**と**]はなしました。
9. だれ[**と**]いっしょ[**に**]パーティー[**に**]いきますか。
10. これをなに[**で**]たべますか。

Exercise 10.2

Answer each multiple choice question.

1. Which is **not** a use of the particle に:
 - a. marking destination of action
 - b. marking time
 - c. marking location of action**
2. Which is **not** a use of the particle で:
 - a. marking location of existence**
 - b. marking method
 - c. marking location of action
3. Which is **not** a use of the particle と:
 - a. connecting nouns as “and”
 - b. marking topics**
 - c. marking “with”
4. Which is **not** a use of the particle が:
 - a. marking what exists
 - b. showing subject of adjectives
 - c. marking topics**
5. Which is **not** a use of the particle は:
 - a. marking objects**
 - b. marking subjects
 - c. marking topics



Exercise 10.3

Read the text below, and then answer the questions that follow in English. Each sentence includes at least 1 word we have not learned in class; a dictionary is required for this exercise.

1. てをいっしょうけんめいあらいます。
2. ざいりょうをテーブルのうえにおきます。
3. ほうちょうでにくをきります。そしておおきいボールにいれます。
4. ボールににくといっしょにしおとこしょうもいれます。
5. てでよくまぜます。フォークもだいじょうぶです。
6. やさいをちいさいナイフできります。
7. やさいとにくをフライパンにバターといっしょにいれます。
8. フライパンでにじゅっぷんぐらいやきます。

A. What kind of text is this? Recipe

B. What do you do with the meat? Cut it with a knife, and put it in a big bowl

C. What does フォークもだいじょうぶです mean in line 5?

It's also okay to use a fork to mix the meat and salt and pepper.

D. Translate sentence 7: Put the veggies and meat in the pan along with butter.

E. How long do you cook, and by what method? Fry, for about 20 minutes.

Exercise 10.4

Use a dictionary to look up 1 new noun, い adjective, な adjective, and verb that you think will be useful to your future Japanese study. List them and their definition, and then use them in a past tense sentence. The sentence can be positive or negative.

1. Noun : はちみつ, honey

2. Noun (past) : きのう、はちみつをかいました。とてもおいしかったです。

3. い Adj. : _____

4. い Adj. (past): _____

5. な Adj. : _____

6. な Adj. (past): _____

7. Verb : _____

8. Verb (past): _____

These sentences will depend highly on the words you chose; check with another classmate! The example for 1/2 shows a general layout.

Make sure the dictionary you use conjugated the verb into the ~ます ending! Don't use plain form.



Exercise 10.5

Write the following numbers in both Arabic numerals (1234 etc.) and hiragana.

二百三 203 にひゃくさん	三十四 34 さんじゅうよん	五百十一 511 ごひゃくじゅういち	十二 12 じゅうに
四百十一 411 よんひゃくじゅういち	百五十三 153 ひゃくごじゅうさん	二百五 205 にひゃくご	三百三十 330 さんびゃくさんじゅう
五十四 54 ごじゅうよん	四十二 42 よんじゅうに	百十 110 ひゃくじゅう	百二十三 123 ひゃくにじゅうさん

Exercise 10.6

Answer each question about yourself in Japanese.

These are examples; your answers should differ. Check with another classmate!

1. たいていなににでだいがくにいきますか。

たいていバスでいきます・たいていあるいていきます。

2. せんしゅうのしゅうまつに、だれとにほんごをべんきょうしましたか。

クラスメートとべんきょうしました・NAMEさんとべんきょうしました。

3. クリスマスにだれにプレゼントをおくりますか。

ちちははにおくります。

Remember that we don't use particles after ~かん

4. まいにち、なんじかんぐらいテレビをみますか。

テレビをあまりみませんが、まいにちネットフリックスをにじかんぐらいみます。

5. きノウ、ほんをなんぷんかんよみましたか。

さんじゅっぷんぐらいよみました。

6. にほんごをなんしゅうかんふくしゅうしましたか。

じゅっしゅうかんふくしゅうしました。 [because this is week 10]

7. こんしゅう、なんじかんしごとをしましたか。

こんしゅうじゅうごじかんしごとをしました。

8. あした、だれにあいますか。どこにあいますか。

あした、クラスメートにあいます。としょかんであいます。



Exercise 10.7

Write original sentences following the prompts, and then translate them into English.

1. Write a sentence that includes a use of で for “by means of”

ちちはいつもごはんをてでたべます。

Confirm your sentences by checking with classmates and/or reviewing class content.

Translation:

2. Write a sentence that includes a use of と for “with” and に for “desination of action”

きのう、あにとははにでんわをかけました。

Translation:

3. Write a sentence that includes に for “desination of action” and で for “by means of”

インターネットでともだちにPDFをおくりました。

Translation:

WEEK ELEVEN ・ だいじゅういっしゅう

SAMPLE DIALOGUES ・ かいわ

Dialogue 11.1: Test prep/テストのじゅんび


あしたのテストはろくじからはちまでです。
 テストがありますから、
 こんしゅうはクイズをキャンセルします。
 らいしゅうの**の**もありません。

せんせい、すみません。しつもんがあります。
 こんしゅうはしゅくだいがありますか。



いいえ、しゅくだいがありません。
 セミナー2もキャンセルします。
 でも、らいしゅうの**の**をキャンセルしません。

Dialogue 11.1: Translation


Tomorrow's test is from 6 to 8. Because there is a test,
 I will cancel this week's quiz. Next week won't have one too.

Teacher, excuse me, I have a question.
 Is there homework this week?



No, there is no homework.
 We also will cancel Seminar 2.

But we will not cancel next week's (Seminar 2).

Dialogue 11.2: Invitation/しょうたい



しんさん、あしたはいそがしいですか。

いいえ、ひまですよ。どうしてですか。



わたしといっしょにえいがをみませんか。
いま、あのえいがかんにおもしろいがあります。

いいですね。そうしましょう。

なんじにあいましょうか。



えっと、よじにえいがかんのとなりのきっさてんで
あいましょうか。えいはろくじはんですから、そこで
よじからろくじまでコーヒーやおちやをのみましょう。

えっとどのきっさてんですか。スタバですか。



いいえ、いいえ、そのにぎやかなのではないです。
えいがかんのみぎがわにあたらしいのがあります。
ちいさいですが、とてもおいしいです。

お、すてきですね。でもよじはちょっとはやいです。



ごじにそこであいましょう。

Dialogue 11.2: Translation



Shin, are you busy tomorrow?

No, I'm free. Why?



Won't you see a movie with me?
There is an interesting one at the theatre now.

Nice. Let's do that.

What time shall we meet?



Umm, shall we meet at 4 at the café next to the theatre?
Because the movie is at 6:30, let's have some coffee, tea,
etc., at the café from 4 to 6.

Um, which café? Starbucks?



No, no, not that busy/crowded one.
On the right of the theatre there's a new one.
It's small, but it's delicious.

Ah, nice. But 4 is a bit early. Let's meet there are 5.





VOCABULARY ・ ごい

General Nouns

アルバイト	part-time job
うた	a song
お風呂	bath
カラオケ	karaoke
かれら	they/them
コンサート	concert
しあい	(sports) match, game
シャワー	shower
は	tooth, teeth

Relative Times

まいあさ	every morning
まいしゅう	every week
まいつき	every month
まいとし	every year
まいばん	every evening

Phrases

もちろん	of course
------	-----------

Verbs

あびます	to bathe
うたいます	to sing
[Xに]ききます	to ask [person X]
[Xに]はいります	to enter [location X]
まちます	to wait
みがきます	to brush (teeth)

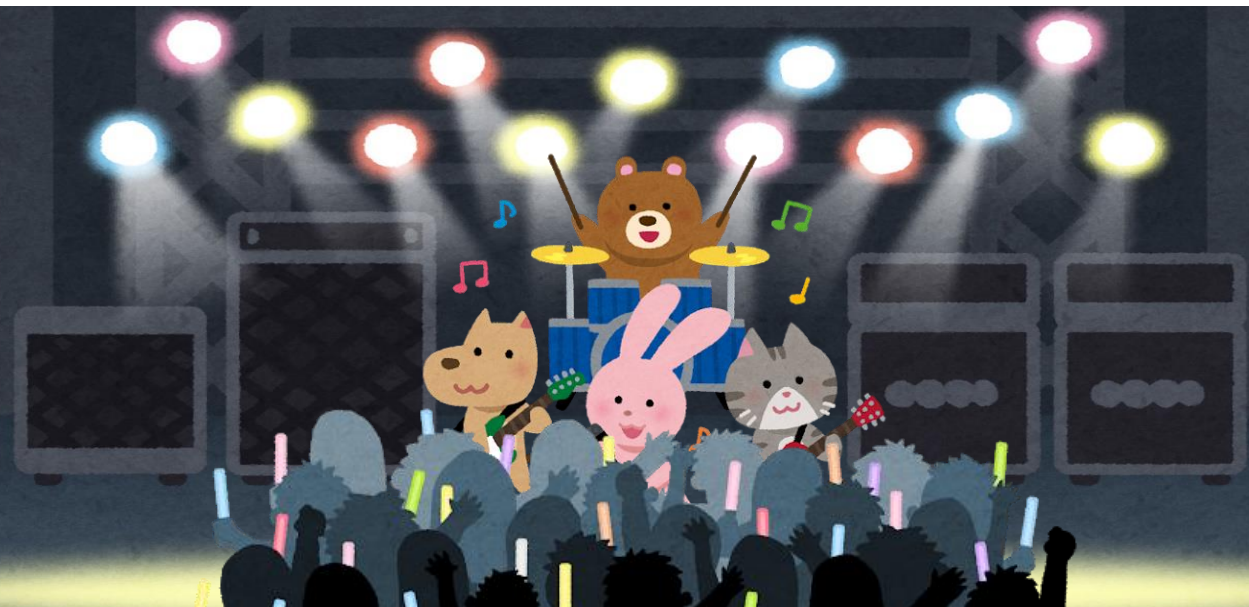
Verb Phrases

おちやをいれます	to make tea
お風呂にはいります	to take a bath
しつもんをします	to ask (do) a question
シャワーをあびます	to take a shower
でんわをかけます	to call (via phone)

い Adjectives

うれしい	happy
おそい	slow, late
かなしい	sad
くさい	smelly, stinky
はやい	early, fast

Like with
きょう and
あした, do
not use
particles
with these
words.



GRAMMAR ・ ぶんぽう

Grammar point 11.1: The particle の as “the one”

This week’s first grammar point will help us be less redundant when we use Japanese. Up until now, some of our Japanese sentences have been a bit repetitive:

このほんはあかいほんです。 わたしのねこはちいさいねこです。
 [This **book** is a red **book**.] [My **cat** is a/the small **cat**.]



There’s nothing *wrong* with these sentences, but they are a bit wordy. Just like in English, we want to avoid repeating the same noun over and over.

In Japanese, whenever we need to say/write **a noun that is clear from context**, we can replace the noun with の. Here, の works like the English word “one”, as in “please give me the blue **one**”, or “this car is a new **one**”. の is therefore a generic noun referring to an item whose details are already established. Also, just like “one” in English, の **must** be preceded by a modifier (e.g., an adjective). We can’t simply say “give me that one”.

Use **それ** for that!

Let’s look at some sentences/conversations using our earlier grammar forms, and see how they are made less repetitive using の.

わたしのねこはちいさいねこです。 → わたしのねこはちいさいの です。
 [My **cat** is the small **cat**.] [My **cat** is the small **one**.]

かれのくるまはふるいくるまです。 → かれのくるまはふるいの です。
 [His **car** is an/the old **car**.] [His **car** is an/the old **one**.]

どれをのみますか。 → たかいのをのみます。
 [Which **one** will you drink?] [I’ll drink the expensive **one**.]

サラさんはどのうたをうたいましたか。 → むずかしいのをうたいました。
 [Which **song** did Sarah sing?] [She sang a difficult **one**.]

Here, we don’t know the specific drink. But the people in the conversation would (they see/know it).

Don’t forget that の is still a noun. Therefore, if の would be preceded by a な adjective, the adjective still connects to の via な.

どのふくをかいますか。 → このきれいなのかいますよ。
 [Which **clothes** will you buy?] [I’ll get this pretty **one**.]

すきなふくはどれですか。 → あのカラフルなのです。
 [Which **one** is the clothing you like?] [That colourful **one** over there.]



However, if の replaces a noun that is preceded by the possessive の, the two “combine” to make one の. In other words, のの **is a no-no**.



このほんはせんせいのほんです。
[This book is the teacher's book.]

このほんはせんせいのです。
[This book is the teacher's (one).]

This の represents the possessive の and the “one” の.

おすしはにほんのたべものです。ハンバーガーはアメリカのです。
[Sushi is Japanese food. Hamburgers are an American one.]

わたしのくるまはよくないですから、サムさんのでいきます。
[Because my car isn't good, we will use Sam's (*go by means of Sam's one).]

Grammar point 11.2: Advanced use of も

When we first learned about the particle も, we used it to replace を when one person did the same action to two items. Just like the English “also/too” though, も can be used to simply signal a series of events.



あした、べんきょうします。ばんごはんもつくります。
[Tomorrow, I will study. I will also make dinner.]

まいあさ、シャワーをあびます。はもみがぎますが、あさごはんをたべません。
[Every morning, I shower. I brush my teeth as well, but I don't eat breakfast.]

Even though the verb changes within each sentence pair here, the use of も is okay.

Grammar point 11.3: From & until/から & まで

A second use of から in Japanese is to mark “from”, as in “from 5:00” or “from Melbourne”. This particle is often used in combination with まで, which means “until”. When used in this form から and まで immediately follow nouns, and can't end a sentence.

なんじからなんじまでとしょかんでべんきょうしますか。
[From what time to what time will you study at the library?]

かのじよはシドニーからメルボルンまではしました。
[She ran from Sydney to Melbourne.]

あさからよるまでいそがしかったです。
[(I was) busy from the morning until the evening]



Importantly, **unlike all other particles**, から and まで can be used directly before です. They also can be used on their own without the other (as in the second example below).

コンサートはごろくじからくじまででした。

[The concert was from 6 to 9.]

クラスはいつまでですか。

[When does the class run until?]



Grammar point 11.4: Inviting with ~ませんか

The verb ending ~ませんか is used to politely invite someone to do something. It is especially used to request something beneficial to the asker. It is more akin to “won’t you [do X]” rather than a direct “please [do X]”. This form is therefore different than the straightforward ~ますか, which is just a question of fact rather than an invitation.

This is a yes/no question about facts, not an invitation.

パーティーにきますか。

[Will you come to the party?]



パーティーにきませんか。

[Won't you come to the party?]

This is an invitation.

チケットがありますから、いっしょにえいがをみませんか。

[I have two tickets, so would you mind seeing a movie with me?]

ゆかりさん、うちでおちやをのみませんか。

[Yukari, won't you have tea at my house?]

あ、あのう... えっと... きょう、わたしとばんごはんをたべませんか。

[Ah, um... uh... would you please have dinner with me?]



Grammar point 11.5: Let's/shall we with ましょう(か)

While ~ませんか contains a sense of imposition, ~ましょうか is used when you are fairly sure the other person will agree. In other words, if ~ませんか is akin to “won’t you?”, ~ましょうか is akin to “shall we?”. It assumes a higher chance of success/less burden.

バスでいきましょうか。

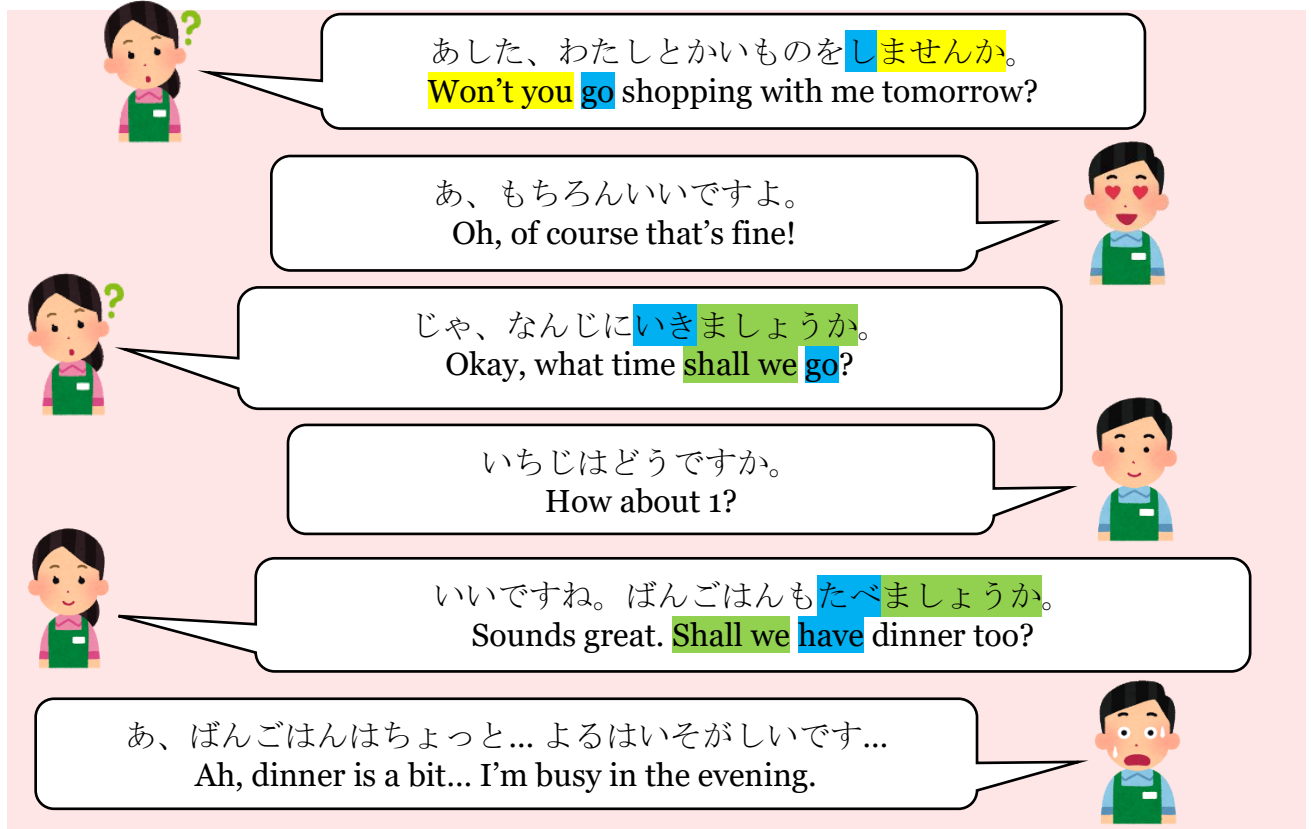
[Shall we go by bus?]

あ、じゅうじです。かえりましょうか。

[Oh, it's 10. Shall we go home?]



Generally, it is appropriate (or even necessary) to switch to ~ましょうか after using ~ませんか for the first time. After the initial invitation is accepted, it is no longer necessary to constantly use “won’t you” (this is true in English as well!). See the example dialogue on the next page, where only ~ましょうか is used after the first ~ませんか.



あした、わたしとかいものをしませんか。
Won't you **go** shopping with me tomorrow?

あ、もちろんいいですよ。
Oh, of course that's fine!

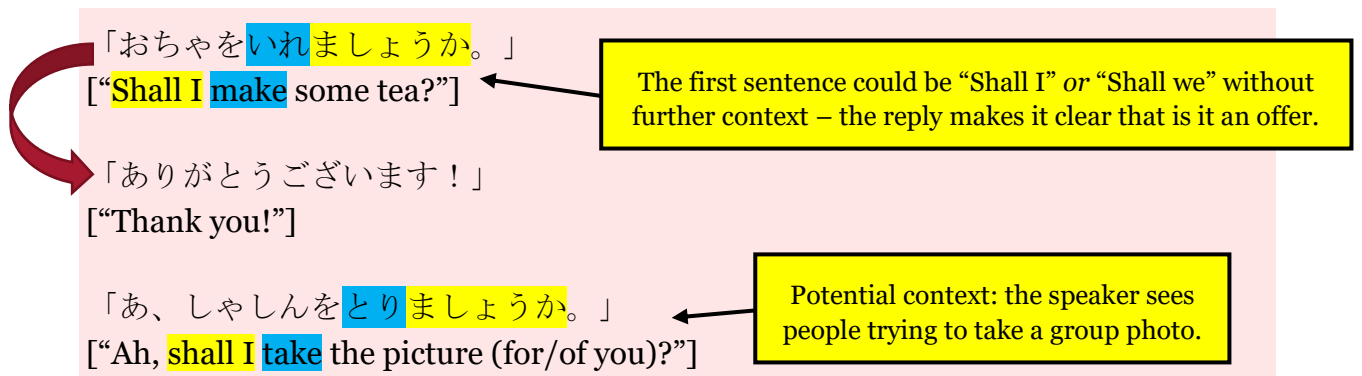
じゃ、なんじにいきましようか。
Okay, what time **shall we go**?

いちじはどうですか。
How about 1?

いいですね。ばんごはんもたべましようか。
Sounds great. **Shall we have** dinner too?

あ、ばんごはんはちょっと... よるはいそがしいです...
Ah, dinner is a bit... I'm busy in the evening.

However, when the topic is singular (“I” instead of “we”), ましょうか means “shall I” instead of “shall we”. As a result, it can be used to offer assistance or help.



「おちゃをいれましようか。」
[“**Shall I make** some tea?”]


「ありがとうございます！」
[“Thank you!”]

「あ、しゃしんをとりましようか。」
[“Ah, **shall I take** the picture (for/of you)?”]

The first sentence could be “Shall I” or “Shall we” without further context – the reply makes it clear that is it an offer.

Potential context: the speaker sees people trying to take a group photo.

Finally, ~ましよう is used to make statements in the “let’s” form. This form can be used on its own, but is also commonly used to answer questions that use ~ましようか. A very useful phrase that uses the ~ましよう ending is そうましよう, or “let’s do that”.



「ここでちょっとまちましようか。」
[“**Shall we wait** a little here?”]

「はい、まちましよう。」
[“Yes, **let’s wait**.”]

「このうたをいっしょにうたいましようか。」
[“**Shall we sing** this song together?”]

「いいですね、そうましよう。」
[“That’s a good idea. **Let’s do that**.”]

INTRODUCTION TO KANJI 2/2 ・ かんじのどうにゅう

Last week we learned the 7 kanji for 1-5, 10, and 100:

いち	に	さん	し・よん	ご	じゅう	ひゃく
一	二	三	四	五	十	百

This week we will learn 7 more: the numbers 6-9, 1000, and the kanji for “yen” and “time”:

ろく	なな・しち	はち	きゅう・く	せん	えん	じ・とき
六	七	八	九	千	円	時

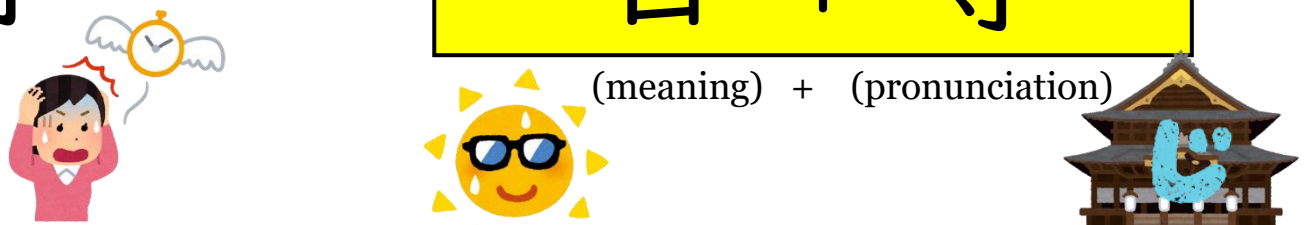
As before, remember that kanji don't remind us when the pronunciation of a word changes. For instance, 九 and 千 are read differently across the sentences below:

いまは、 九 時です。(いまは、 く じです。)	[It's 9 now.]
これは、 九 円です。(これは、 きゅう えんです。)	[This is 9 yen.]
これは、 二 千 円です。(これは、 にせん えんです。)	[This is 2000 yen.]
あれは、 三 千 円です。(あれは、 さんぜん えんです。)	[That is 3000 yen.]

The kanji 時 is especially important as it introduces two new features that many kanji have. First, 時 is actually made up of two other characters: 日 (day) and 寺 (temple). 日 indicates the kanji's meaning (it has something to do with time), and 寺 helps you read it (the kanji 寺 can also be pronounced じ).

時 = 日 + 寺

(meaning) + (pronunciation)



The vast majority of kanji are made by using this [meaning indicator + sound indicator] principle. Learning kanji therefore does not require learning 1000s of unique shapes. As you study, you will learn new combinations of shapes you already know, and these often will help you memorize the kanji's meaning and pronunciation.

Secondly, 時 stands as an important example of a feature that is (mostly) absent in Chinese or other languages which are/were written using characters like kanji. Since Japanese people used kanji to represent both words borrowed from Chinese and native Japanese words, kanji developed multiple readings. Broadly, these readings are divided between *on-yomi* (Chinese-based readings) and *kun-yomi* (Japanese-based readings).

The *on* reading of 時 is じ, as in “time”/ “o'clock”:

パーティーはごご八^じ時からです。 [The party is from 8 p.m.]

However, 時 also has the *kun-yomi* of とき. We will use the term とき more next semester, but we do know one word that uses it: ときどき (sometimes). As a result, we can write ときどき as 時々. The second half 々 is not a kanji, but a repetition marker called an おどりじ, くりかえしふう, or, somewhat playfully, ノマ because of its appearance. This symbol is used as a (mandatory) form of short hand to avoid writing the same kanji twice.

時々六^じ時におきます。
(ときどきろく^じにおきます。)
[I sometimes wake up at 6.]



CULTURE NOTE ・ ぶんかのしょうかい

Japanese Wordplay

Japanese has a tradition of wordplay that runs throughout the history of the language, ranging from extremely clever and intricate literary forms to really terrible puns.

Kanji Play

Japanese writers have played with kanji since some of the earliest days of Japanese writing. One of the most famous historical examples is a writer who used 山上復有山 to represent the kanji 出. Why? Well 山上復有山 literally means “mountain – above – another – exists – mountain”, or “a mountain (山) above a mountain (山)”, which looks like 出.

In contemporary Japan, you often see kanji used playfully to replace the “correct” kanji in words to add commentary to them. For instance, “tofu” is written as 豆腐 in Japanese. This means “bean (豆)” and “rot (腐)”. As “rot” is not a pleasant kanji, it is sometimes replaced with 富, which is also read as ふ but means abundance (lots of beans!). Likewise, ゴミ箱 (ゴミばこ, rubbish bin) is sometimes written as ^{ごみばこ}護美箱, or “protect – beauty – box”.



Bad Puns

Japanese “dad jokes” are called おやじギャグ. The worse they are, the better. Even as beginner learners, you can probably understand many. Where can you find people with the best teeth? ハワイイ. What does a Shinto priest drink? じんじゃエール.



Netspeak

Japan has a massive set of netspeak and online slang. You are probably already familiar with emoji and kaomoji, but some terms go through incredibly complex transformations as they are created, gain in popularity, and then either become mainstays or disappear.

To give an example, the initial Japanese version of “lol” was (笑). The kanji 笑 is the kanji for わらいます, which means “to laugh”. Eventually, (笑) became commonplace, resulting in new developments. One was the slang term ワロタ, derived from わらった, or the casual form of “laughed”. The other involved taking わらいます, shortening it to “w”, and then typing “wwwww” to show laughter. Some people thought “wwwww” looked like a field of grass, and so “wwwww” became 草 (the kanji for grass). This finally resulted in 大草原 (だいそうげん, a wide grassland) being used as a shorthand for uproarious laughter.



Goro-Awase

ごろあわせ can refer to any sound substitution, but commonly involves using numbers to replace letters. For instance, 4649 can stand in for よろしく (よん、ろく、し、く). Even the word “yakuza” comes from ごろあわせ, as 893 was a losing hand in an old card game.



WEEK 11 WORKBOOK ・ ワークブック 11

Exercise 11.1

Write the following prices and times in both Arabic numerals (1234 etc.) and hiragana.

三時

3:00

さんじ

八千円

六時十ふん

七百九十円

八時十一ふん

三千七百元

十二時

六時五十八ふん

八千十円

九時三十ふん

千百十円

九千八百円

Exercise 11.2

Answer the following questions using in Japanese:

1. あなたのほんごのクラスはなんじからなんじまでですか。

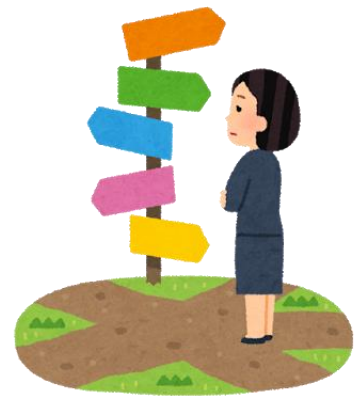
2. うちからだいがくまでどうやってきますか。

3. いつまでマッコーリーだいがくでべんきょうしますか。

Exercise 11.3a

Select the best response to each question/statement.

1. あ、じゅうにじです！
 - a. そうですね。いっしょにひるごはんを食べましょうか。
 - b. そうですね。いっしょにひるごはんを食べませんか。
2. わたしとおちゃをのみませんか。
 - a. そうしましょう。
 - b. あ、すみません。すこしいそがしいです。あしたはどうですか。
3. すこしおちゃをのみましょうか。
 - a. はい、のみましょう。
 - b. はい、のみます。

**Exercise 11.3b**

Select the best ending for each question.

4. どのえいがを
 - a. みませんか。
 - b. みましょうか。
5. きょうはじかんがありますか。
 - a. わたしとデートをしませんか。
 - b. わたしとデートをしましょうか。
6. クラスはたのしかったですね。これからとしょかんで
 - a. べんきょうしませんか。
 - b. べんきょうしましょうか。

Exercise 11.4Rewrite each sentence to include a use of の (from **Grammar Point 11.1**).

1. わたしのくるまはあのくろいくるまです。
-

2. どのねこがみちこさんのねこですか。
-

3. 「どれをのみますか。」 「ええっと、くろいビールをのみます。」

4. どのレストランでたべますか。やすいレストランですか。しずかなレストランですか。

Exercise 11.5

Translate each sentence into Japanese:

1. Let's brush our teeth.

2. Won't you watch a movie with me?

3. Shall we read books at the park?

4. Let's exercise everyday from 11 AM to 4 PM.

5. Did Tom also sing by himself at karaoke?

Exercise 11.6

Translate each sentence into English.

1. あさからよるまでしごとをしました。たいへんでした。

2. たのしかったですから、あさのにじまでともだちとゲームをしました。

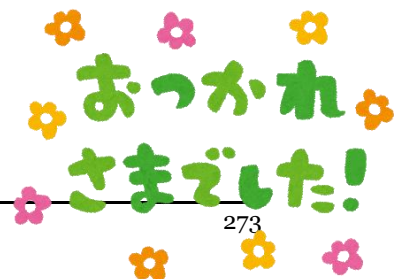


3. にほんごがむずかしいですから、いっしょにれんしゅうしましょう！
-
4. これはだれのタブレットですか。どうしてわたしのつくえのうえにありますか。
-
5. タクシーでえきまでいきました。えきからうちまであるいていきました。
-
6. さんじかんぐらいたべましょうか。
-

Exercise 11.7

Fill in the proper particles so that the English and Japanese sentences match. Use **X** for “no particle”.

1. At 3:00, I will walk from my house to the university.
さんじ【 】うち【 】だいがく【 】あるきます。
2. My dad takes a bath every night.
ちち【 】まいばんおふろ【 】はいます。
3. Shall we ask the teacher a question?
せんせい【 】しつもん【 】しましょうか。
4. I passed her the colourful one and the Japanese one.
かのじょ【 】カラフルなの【 】にほんの【 】わたしました。
5. Because I sleep for seven hours every day. Also, because I study really hard.
まいにち【 】しちじかん【 】ねます【 】。
そして、いっしょうけんめい【 】べんきょうします【 】。





WEEK 11 WORKBOOK ANSWER KEY ・ ワークブック回答集 11

Exercise 11.1

Write the following prices and times in both Arabic numerals (1234 etc.) and hiragana.

三時

3:00

さんじ

八千円

8000¥

はっせんえん

六時十ふん

6:10

ろくじじゅうふん

七百九十円

790¥

ななひゃくきゅうじゅうえん

八時十一ふん

8:11

はちじじゅういっふん

三千七百元

3700¥

さんぜんななひゃくえん

十二時

12:00

じゅうにじ

六時五十八ふん

6:58

ろくじごじゅうはっふん

八千十円

8010¥

はっせんじゅうえん

九時三十ふん

9:30

くじさんじゅうふん

千百十円

1110¥

せんひゃくじゅうえん

九千八百円

9800¥

きゅうせんはっぴゃくえん

Exercise 11.2

Answer the following questions using in Japanese:

1. あなたのほんごのクラスはなんじからなんじまでです

さんじからごじまでです。

2. うちからだいがくまでどうやってきますか。

たいていくるまでいきます。

3. いつまでマッコーリーだいがくでべんきょうしますか。

にせんにじゅうにねんまでべんきょうします。「what year will you graduate?」

This is a model.
Your answer(s) may differ.
Check with another classmate!

Exercise 11.3a

Select the best response to each question/statement.

The context is clearly not an unexpected invite, but a general awareness that it's lunch time.

1. あ、じゅうにじです！

- a. そうですね。いっしょにひるごはんをたべましょうか。
- b. そうですね。いっしょにひるごはんをたべませんか。

2. わたしとおちゃをのみませんか。

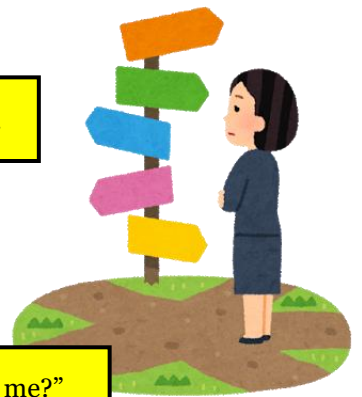
- a. そうしましょう。
- b. あ、すみません。すこしいそがしいです。あしたはどうですか。

“Let’s do that” isn’t a fitting response to “Won’t you have tea with me?”

3. すこしおちゃをのみましょうか。

- a. はい、のみましょう。
- b. はい、のみます。

Answer ましょうか questions with ましょう。



Exercise 11.3b

Select the best ending for each question.

1. どのえいがを

- a. みませんか。
- b. みましょうか。

“Won’t you watch **which** movie with me?” doesn’t make sense as a question. “Which movie shall we watch?” does.

2. きょうはじかんがありますか。

In most cases you don’t say “shall we date?”

- a. わたしとデートをしませんか。
- b. わたしとデートをしましょうか。

3. クラスはたのしかったですね。これからとしょかんで

As classmates, the likelihood of familiarity/acceptance for an offer of studying is higher here. “Shall we” works best.

- a. べんきょうしませんか。
- b. べんきょうしましょうか。

Exercise 11.4

Rewrite each sentence to include a use of の (from Grammar Point 11.1).

1. わたしのくるまはあのくろいくるまです。

わたしのくるまはあのくろいのです。

2. どのねこがみちこさんのねこですか。

どのねこがみちこさんののですか。



3. 「どれをのみますか。」 「ええっと、くろいビールをのみます。」
「どれをのみますか。」 「ええっと、くろいのをのみます。」
-
4. どのレストランでたべますか。やすいレストランですか。しずかなレストランですか。
どのレストランでたべますか。やすいのですか。しずかなのですか。
-

Exercise 11.5

Translate each sentence into Japanese:

1. Let's brush our teeth.
はをみがきましょう。
-
2. Won't you watch a movie with me?
(わたしといっしょに) えいがをみませんか。
-
3. Shall we read books at the park?
こうえんでほんをよみましょうか。
-
4. Let's exercise everyday from 11 AM to 4 PM.
まいにちごぜんじゅういちじからごよじまでうんどうしましょう。
-
5. Did Tom also sing by himself at karaoke?
トムさんもひとりでカラオケでうたいましたか。
-

Exercise 11.6

Translate each sentence into English.

1. あさからよるまでしごとをしました。たいへんでした。
I worked from morning to evening. It was rough/hard/etc.
-
2. たのしかったですから、あさのにじまでともだちとゲームをしました。
Because it was fun, I played games with friends until 2 am.
-





3. にほんごがむずかしいですから、いっしょにれんしょうしましょう！

Because Japanese is difficult, let's practice together.

4. これはだれのタブレットですか。どうしてわたしのつくえのうえにありますか。

Whose tablet is this? Why is it on my desk?

5. タクシーでえきまでいきました。えきからうちまであるいていきました。

I took a taxi to the station. From the station, I walked home.

6. さんじかんぐらいたべましょうか。

Shall we eat for around 3 hours?

Exercise 11.7

Fill in the proper particles so that the English and Japanese sentences match. Use **X** for “no particle”.

1. At 3:00, I will walk from my house to the university.

さんじ【に】うち【から】だい【まで】【】あるきます。

2. My dad takes a bath every night.

ちち【は】まいばんおふろ【に】はいます。

3. Shall we ask the teacher a question?

せんせい【に】しつもん【を】しましょうか。

4. I passed her the colourful one and the Japanese one.

かのじょ【に】カラフルなの【と】にほんの【を】わたしました。

5. Because I sleep for seven hours every day. Also, because I study really hard.

まいにち【X】しちじかん【X】ねます【から】。

そして、いっしょうけんめい【X】べんきょうします【から】。





COMPLETE VOCABULARY LIST ・ ごいリスト

Word	PoS	Definition	Word	PoS	Definition
あ					
アイスクリーム	noun	ice cream	うえ	preposition	above
あいだ	preposition	between	うしろ	preposition	behind
あいます	verb	to meet	うた	noun	song
あおい	い adjective	blue	うたいます	verb	to sing
あかい	い adjective	red	うち	noun	house
あかるい	い adjective	bright, cheerful	うで	noun	arm
あさ	noun	morning	うります	verb	to sell
あさごはん	noun	breakfast	うるさい	い adjective	loud, noisy
あさって	noun	day after tomorrow	うれしい	い adjective	happy
あし	noun	leg, foot	うんどうします	comp. verb	to exercise
あした	noun	tomorrow	うんでんします	comp. verb	to drive
あそびます	verb	to play, to hang out	えいが	noun	movie
あたま	noun	head	えいがかん	noun	movie theatre
あたらしい	い adjective	new	えいご	noun	English (language)
あなた	pronoun	you, darling	えき	noun	station
あに	noun	my older brother	えっと	interjection	uhh, umm
あね	noun	my older sister	えんぴつ	noun	pencil
アパート	noun	apartment	おいしい	い adjective	delicious
あびます	verb	to bask in	オーストラリア	noun	Australia
アメリカ	noun	America	おかあさん	noun	mother
アルバイト	noun	part-time job	おかし	noun	candy
あります	verb	to exist, to have	おかね	noun	money
あるきます	verb	to walk	おきます	verb	to wake up
いい	い adjective	good	おさけ	noun	alcohol
いえ	noun	house	おしえます	verb	to teach
いきます	verb	to go to	おしゃれ	な adjective	fashionable, nice
イギリス	noun	UK, England	おすし	noun	sushi
いけ	noun	pond	おそい	い adjective	slow
いざかや	noun	Japanese-style bar	おちゃ	noun	tea
いそがしい	い adjective	busy	おとうさん	noun	father
いしゃ	noun	doctor	おとうと(さん)	noun	(your) younger brother
いす	noun	chair	おとこのひと	noun	man
いたい	い adjective	painful	おととい	noun	two days ago
いつも	adverb	always	おにいさん	noun	your older brother
いっしょうけんめい	adverb	with all one's effort	おねえさん	noun	your older sister
いぬ	noun	dog	おはし	noun	chopsticks
います	verb	to exist, to have	おふろ	noun	bath
いもうと(さん)	noun	(your) younger sister	おもい	い adjective	heavy
いろ	noun	colour	おもしろい	い adjective	interesting, funny
いれます	verb	to put in	およぎます	verb	to swim
インターネット	noun	internet	オレンジ	noun	orange
			おんがく	noun	music



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おんなのひと	noun	woman
か		
かいます	verb	to buy
かいものします	comp. verb	to go/do shopping
かえります	verb	to return home
かお	noun	face
かきます	verb	to write
かさ	noun	umbrella
かぞく	noun	family
カップ	noun	cup
かなしい	い adjective	sad
かのじょ	pronoun	her
かばん	noun	bag, purse
カメラ	noun	camera
かみのけ	noun	head hair
かもく	noun	(school) subject
かようび	noun	Tuesday
からい	い adjective	spicy
カラオケ	noun	karaoke
からだ	noun	body
カラフル	な adjective	colourful
かれ	pronoun	him
カレー	noun	curry
かれら	pronoun	they
かわ	noun	river
かわいい	い adjective	cute
かんこく	noun	Korea
かんたん	な adjective	easy
がくせい	noun	student
き	noun	tree
きいろい	い adjective	yellow
ききます	verb	to listen, to ask
きっさてん	noun	café
きのう	noun	yesterday
きます	verb	to come
きらい	な adjective	dislikable
きれい	な adjective	pretty
きょう	noun	today
きょうかしょ	noun	textbook
きょうしつ	noun	classroom
きょねん	noun	last year
きんようび	noun	Friday
ぎゅうにく	noun	beef
ぎゅうにゅう	noun	milk

ぎんこう	noun	bank
くうこう	noun	airport
くさい	い adjective	stinky
くち	noun	mouth
クッキー	noun	cookie
くらい	い adjective	dark
ぐらい	adverb	about, around
くるま	noun	car
くろい	い adjective	black
け	noun	(body) hair
ケータイ	noun	cell phone
げんき	な adjective	healthy, energetic
げんごがく	noun	linguistics
こうえん	noun	park
こうこう	noun	high school
こうこうせい	noun	high school student
コーヒー	noun	coffee
こくさいがく	noun	international studies
ことし	noun	this year
こども	noun	child
これから	other	from now, from here
こわい	い adjective	scary
コンピューター	noun	computer
こんげつ	noun	this month
コンサート	noun	concert
こんしゅう	noun	this week
ごご	noun	P.M.
ごぜん	noun	A.M.
ごはん	noun	cooked rice, a meal

さ		
さいふ	noun	wallet
さかな	noun	fish
サッカー	noun	soccer
サラダ	noun	salad
ざいりょう	noun	ingredients
ざっし	noun	magazine
しあい	noun	(sports) game
しごと(を)します	comp. verb	to do work
しずか	な adjective	quiet
しつもん	noun	question
しっぽ	noun	tail
じてんしゃ	noun	bike
した	preposition	below
シドニー	noun	Sydney



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します	verb	to do, to play	ちゅうがくせい	noun	middle schooler
しゃしん	noun	picture	ちゅうがっこう	noun	middle school
シャワー	noun	shower	ちゅうごく	noun	China
しょうがっこう	noun	elementary school	ちょっと	adverb	a little
しょうがくせい	noun	elem. school student	つくえ	noun	desk
しゅうまつ	noun	weekend	つくります	verb	to make
しゅくだい	noun	homework	つまらない	い adjective	boring
しろい	い adjective	white	て	noun	hand
しんせつ	な adjective	kind	テーブル	noun	table
しんぶん	noun	newspaper	てがみ	noun	a letter
じかん	noun	time	テスト	noun	test
じしょ	noun	dictionary	テニス	noun	tennis
じょうず	な adjective	skilled	テレビ	noun	television
すいます	verb	to breathe in	でます	verb	to leave
すいようび	noun	Wednesday	でも	conjunction	but
スーパー	noun	supermarket	でんしゃ	noun	train
すこし	adverb	a little	でんわ	noun	phone
すき	な adjective	likeable	でんわばんごう	noun	phone number
せ	noun	height	でんわをかけます	verb phrase	to call by phone
せんせい	noun	teacher, doctor	ドア	noun	door
せんげつ	noun	last month	トイレ	noun	toilet
せんしゅう	noun	last week	とおい	い adjective	far away
そうじします	comp. verb	to clean	としょかん	noun	library
そうですか	phrase	is that so?	とけい	noun	clock
そして	adverb	and then	とても	adverb	very
そば	preposition	near	となり	preposition	next to
スポーツ	noun	sports	ともだち	noun	friend
た			とり	noun	bird
たいてい	adverb	usually	とりにく	noun	chicken meat
たいへん	な adjective	hard, difficult	とります	verb	to take
たくさん	adverb	a lot, lots	どうぞ	phrase	by all means
たばこ	noun	tobacco, cigarette	どうぶつ	noun	animal
タブレット	noun	tablet	どようび	noun	Saturday
たべます	verb	to eat	な		
たべもの	noun	food	ナイフ	noun	knife
たのしい	い adjective	fun	なか	preposition	inside
たんじょうび	noun	birthday	ながい	い adjective	long
だいがく	noun	university	なげます	verb	to throw
だいがくせい	noun	college student	なべ	noun	pot
ちいさい	い adjective	small	なまえ	noun	name
ちかい	い adjective	close	にぎやか	な adjective	bustling
ちかく	preposition	nearby	にく	noun	meat
ちち	noun	my father	にちようび	noun	Sunday
ちやいろ	noun	brown	にほん	noun	Japan



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にほんしゆ	noun	sake	ベッド	noun	bed
ニュージーランド	noun	New Zealand	べんきょうします	comp. verb	to study
ねこ	noun	cat	べんり	な adjective	convenient
ねます	verb	to sleep	ペン	noun	pen
ノート	noun	notebook	ほうちょう	noun	kitchen knife
のみます	verb	to drink	ほん	noun	book
のみもの	noun	bear	ぼうし	noun	hat, cap
のります	noun	to ride, to get on	ぼく	pronoun	I (male, semi-polite)
は			ま		
は	noun	tooth	まいあさ	noun	every morning
はいります	verb	to enter	まいしゅう	noun	every week
はこ	noun	box	まいつき	noun	every month
はしります	verb	to run	まいとし	noun	every year
はなします	verb	to speak, to talk	まいばん	noun	every evening
はは	noun	my mother	まじめ	な adjective	upstanding, upright
はやい	い adjective	fast, early	まずい	い adjective	bad (to taste)
ハンサム	な adjective	handsome	まちます	verb	to wait
バー	noun	bar	マッコリー	noun	Macquarie
ばんごはん	noun	dinner	まど	noun	window
パーティー	noun	party	マレーシア	noun	Malaysia
パン	noun	bread	みがきます	verb	to brush, to polish
ひこうき	noun	airplane	みぎ	proposition	right
ひくい	い adjective	short, low	みじかい	い adjective	short
ひっこします	verb	to move (house)	みどり	noun	green
ひと	noun	person	みます	verb	to watch, to look, to see
ひとり	adverb	by oneself	みみ	noun	ear
ひだり	preposition	left	むずかしい	い adjective	difficult
ひま	な adjective	free, not busy	め	noun	eye
ひる	noun	afternoon	メール	noun	(e)mail
ひるごはん	noun	lunch	もくようび	noun	Thursday
ひろい	い adjective	wide, spacious	もちろん	phrase	of course
ビール	noun	beer	や		
ピザ	noun	pizza	やきゅう	noun	baseball
ピンク	noun	pink	やさい	noun	vegetable
フォーク	noun	fork	やさしい	い adjective	kind, easy
ふく	noun	clothing, clothes	やすい	い adjective	cheap
ふで	noun	brush	ゆうびんきょく	noun	post office
ふとん	noun	futon	ゆうめい	な adjective	famous
ふるい	い adjective	old	ゆび	noun	finger
ぶた	noun	pig	よみます	verb	to read
ぶたにく	noun	pork	よる	noun	evening
ぶんがく	noun	literature	ら		
プレゼント	noun	present	らいげつ	noun	next month
へた	な adjective	unskilled	らいしゅう	noun	next week

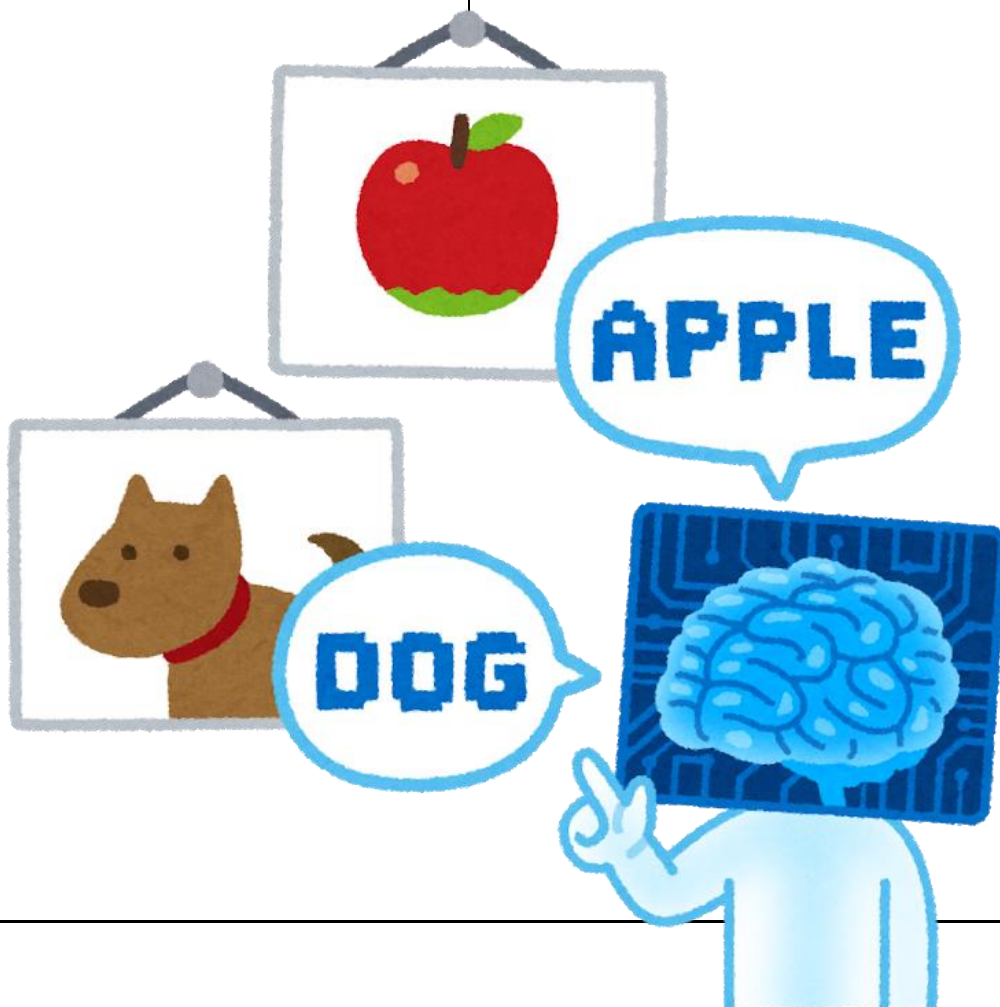


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らいねん	noun	next year
ラッキー	な adjective	lucky
りょうしん	noun	parents
りょうり	noun	cooking, cuisine
りょうりします	comp. verb	to cook
りょこう	noun	travel, a trip
りょこうします	comp. verb	to go on a trip
りんご	noun	apple
れいぞうこ	noun	refrigerator
れきし	noun	history
レストラン	noun	restaurant
れんしゅうします	comp. verb	to practice

わ

ワイン	noun	wine
わたし	pronoun	I
わたします	verb	to hand to





HIRAGANA/KATAKANA CHART ・ ごじゅうおんず

Hiragana:

		k	s	t	n	h	m	y	r	wa
a	あ	か	さ	た	な	は	ま	や	ら	わ
i	い	き	し	ち	に	ひ	み		り	wo
u	う	く	す	つ	ぬ	ふ	む	ゆ	る	を
e	え	け	せ	て	ね	へ	め		れ	n
o	お	こ	そ	と	の	ほ	も	よ	ろ	ん
		g	z	d			b	p		
a		が	ざ	だ			ば	ぱ		
i		ぎ	じ	ぢ			び	ぴ		
u		ぐ	ず	づ			ぶ	ぷ		
e		げ	ぜ	で			べ	ぺ		
o		ご	ぞ	ど			ぼ	ぽ		



Katakana:

		k	s	t	n	h	m	y	r	wa
a	ア	カ	サ	タ	ナ	ハ	マ	ヤ	ラ	ワ
i	イ	キ	シ	チ	ニ	ヒ	ミ		リ	wo
u	ウ	ク	ス	ツ	ヌ	フ	ム	ユ	ル	ヲ
e	エ	ケ	セ	テ	ネ	ヘ	メ		レ	n
o	オ	コ	ソ	ト	ノ	ホ	モ	ヨ	ロ	ン

Special notes:

は is pronounced *wa* when used as a grammatical particle.

を is never used for spelling. It's only use is to mark a noun (phrase) as a **direct object**.

A small *tsu* (っ/ツ) indicates a pause, as in おと (*oto*) vs おつと (*otto*).

When writing in katakana, use a long bar (ー) to represent a long vowel.

Sutegana, or small characters, indicate that the small character replaces the vowel sound of the larger character. For instance, き+ゃ indicates that *ya* replaces the vowel sound of *ki*, creating *kya*.





TYPING IN JAPANESE ・ にほんごのタイピング

Typing in Japanese is fairly straightforward once you have learned hiragana and katakana. First though, make sure that Japanese input is enabled on your computer.

On a PC you can switch between English and Japanese input by using ALT+Shift. While in Japanese mode, you can also switch between hiragana and Romanization by using ALT+~ (the key next to 1).

When in Japanese typing mode, you enter Japanese via hiragana. Most hiragana are entered by using their Romanization. For instance, かきくけこ are created by typing *ka, ki, ku, ke, and ko*. This does mean that you always type *ha* to get は though, even when you want to use it as a particle. Some characters do have multiple methods of input: ち and つ can be created by typing *chi/tsu* (their sound) or *ti/tu* (recognizing that they are part of the “t” sound category). ん is then created with *nn* (e.g., *nihonn* for にほん), and *wo* creates を.

Sutegana are created in two ways: the first is by spelling out the sound. For instance, if you type *kya*, you get きゃ. The small や is automatically created. To get a small つ, you can type a double consonant. かつぱ, for instance, is created by typing *kappa*. The other method is by typing a sound with “x” in front of it. For instance, *xya, xyu, xyo, and xtu* produce や, ゆ, よ, and つ.

While typing in hiragana, make sure to press ENTER after each word. If you don’t, words may automatically be changed to kanji. Sometimes, these changes are incorrect, so press ENTER regularly to avoid them.

To write a word in katakana, type the word via hiragana and then press the spacebar or the F7 key *before you press ENTER*. However, make sure to type — (next to the zero key) manually if the word has an extended vowel. For instance, if you type coffee as *kouhii* and press space you get 公費井. This is gibberish. Instead, you need to type *ko—hi—* and press space or F7. This gets you コーヒー.

Finally, to get kanji type the word in hiragana and then hit space. Hitting space once gives you the recommended kanji representation. This may, or may not, be the correct representation, and is partially based on what kanji you have used recently. To see more options, press space again. This will bring up the options, like you can see in the picture below:

1	二	[漢数字]
2	荷	
3	に	
4	二	[全][力ナ]
5	似	
6	煮	
7	式	
8	爾	
9	丹	

While viewing this box, you can scroll up/down with the arrow keys, or jump to the representation you want by pressing the number next to it. If the initial list doesn’t have the kanji you want, you can sometimes press TAB to expand the chart:

1	二	㊦	㊦	㊦
2	荷	㊦	㊦	㊦
3	に	㊦	㊦	㊦
4	二	㊦	㊦	㊦
5	似	㊦	㊦	㊦
6	煮	㊦	㊦	㊦ 単漢字...
7	式	㊦	㊦	㊦
8	爾	㊦	㊦	㊦
9	丹	㊦	㊦	㊦

Once moving on top of your desired kanji, then press enter. You won’t need to use kanji much this semester, but it is a good idea to practice changing hiragana to kanji.





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You can ctrl+left click on a grammar point to jump to its location.

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USEFUL CHARTS ・ やくにたつず

Counting

	Numbers	Minutes	Hours	Months	Days
1	いち	いっふん	いちじ	いちがつ	ついたち
2	に	にふん	にじ	にがつ	ふつか
3	さん	さんふん	さんじ	さんがつ	みっか
4	し・よん	よんふん	よじ	しがつ	よっか
5	ご	ごふん	ごじ	ごがつ	いつか
6	ろく	ろっふん	ろくじ	ろくがつ	むいか
7	しち・なな	ななふん	しちじ	しちがつ	なのか
8	はち	はっふん	はちじ	はちがつ	よっか
9	きゅう	きゅうふん	くじ	くがつ	こののか
10	じゅう	じゅっふん	じゅうじ	じゅうがつ	とおか

Common Uses of Particles

は	Marks the topic of a sentence
に	Marks when something happens (time)
	Marks destination
	Marks the location where something exists
	Marks destination/target of action (who/what something is done for/to)
で	Marks the location where something occurs
	Marks the method by which something is done
と	Marks “and” when used between two nouns/noun phrases
	Marks “with”
を	Marks the direct object in a sentence with a verb
が	Marks the subject of a sentence
	Marks the thing that exists in a “There is/there are” sentence

Japanese question words

なに	“What”, used before particles.
なん	“What”, used before です or suffixes like ~さい、~じ
どこ	“Where”
どれ	“Which”
どの[X]	“Which X”
いつ	“When”
なんじ	“What time/hour”
どうやって	“How”
なにで	“By means of what”
どうして	“Why”
いくら	“How much”
だれ・だれの[X]	“Who”・“Whose”
どんな[X]	“What kind of X”
なん[time]かん	“How many minutes/hours/days/weeks/months/years”
どうですか	“How is X”/“How about X”



USEFUL ONLINE RESOURCES ・ オンラインリソース



Dictionaries

[ALC](#) – A Japanese online dictionary with a large number of sample sentences

[Jisho.org](#) – A Japanese/English dictionary and search tool with multiple study functions

[Kanji Reader](#) – A Japanese website providing readings for kanji characters

[Jim Breen's WWWJDIC](#) – A dictionary that lets you search for kanji by radicals

[Kakijun.com](#) – A website with animated stroke order videos for kanji (search is top bar)



Japanese Practice Websites

[JPNS1010 Quizlet Page](#) – Customized quizlets for each week of JPNS1010

[Hiragana/Katakana Quiz](#) – Simple *kana* to Romanized Japanese quiz

[Kana Quest](#) – Flashcard style *kana* quizzes

[NHK News Web Easy](#) – Japanese news with furigana, listening practice, and other help



Japan/Japanese Related Websites

[JLPT Sydney](#) – Information on JLPT offerings in Sydney/Australia

[Japan Times](#) – English language Japanese news

[Japan Foundation Sydney](#) – Homepage of Sydney's Japan Foundation branch

[Macquarie Japanese Association FB Page](#) – Official group for the Macquarie student group

[Irasutoya](#) – An amazing free clip-art website (Japanese language searches only)

[HyperDia](#) – Schedules, routes, and other information useful for travel by train in Japan



Apps

[Anki](#) – A flashcard app for all operating systems

[Chase Colburn's Japanese Kanji Study](#) – A top-tier kanji study app for Android

[imiwa?](#) – An excellent and free Japanese dictionary app for iOS devices

[Midori](#) – An extremely powerful and versatile (but expensive) app for iOS devices

[JED Japanese Dictionary](#) – By far the most extensive dictionary available for Android

[Obenkyo](#) – Another highly rated Japanese app for Android

[Google Translate](#) – For when all else fails..... available for [Android](#) and [iOS](#) devices

If you know of other resources that should be on this list, please email wes.robertson@mq.edu.au





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Our campus spans 126 hectares, with open green space that gives our community the freedom to think and grow. We are home to fantastic facilities with excellent transport links to the city and suburbs, supported by an on-campus train station.

RENOWNED FOR EXCELLENCE

We are ranked among the top two per cent of universities in the world, and with a 5-star QS rating, we are renowned for producing graduates that are among the most sought after professionals in the world.

A PROUD TRADITION OF DISCOVERY

Our enviable research efforts are brought to life by renowned researchers whose audacious solutions to issues of global significance are benefiting the world we live in.

BUILDING SUCCESSFUL GRADUATES

Our pioneering approach to teaching and learning is built around a connected learning community: our students are considered partners and co-creators in their learning experience.

FIND OUT MORE

Macquarie University NSW 2109 Australia

T: +61 (2) 9850 7111

mq.edu.au

ABN 90 952 801 237

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